

# *Where Children Live* *Affects Curriculum*

by Effie G. Bathurst  
*Division of Elementary and Secondary Schools*

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## Foreword

**T**HIS bulletin deals with everyday problems of boys and girls. It shows how groups of children and their teachers have tackled such problems and made some progress in solving them. It shows that the curricular activities in which children engage in solving real-life problems are often different in different regions, communities, and neighborhoods where the children live.

Among the influences on curricular activities are geography and natural resources, industry, history, ancestry and culture, wealth or income level, social status, race, and community attitudes and folkways. Some of the influences are characteristic of large regions. Others are simple ways of living that may be found in one city or county and not in another.

For the bulletin, teachers in selected schools where children have real-life curriculums were asked to contribute illustrations of their pupils' activities which were so developed because of the nature of the home community, the homes, the geographical location, or the culture. Names of teachers were obtained from supervisors, principals, and county superintendents and from Office of Education staff members who were visiting schools here and there over the country. Books and magazine articles were drawn on occasionally. The illustrations are representative of cities, towns, and rural communities. In the selection of illustrations, the nature and appropriateness of the activity were considered of greater importance than the number of illustrations drawn from a particular State. For this reason, some States and some places are mentioned oftener than others.

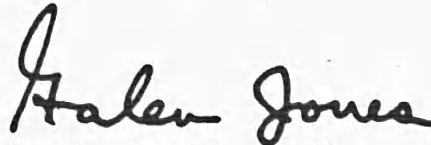
Sample activities from some 30 States are included. That does not mean that the examples are the only kinds of curriculum in those States. No two curriculums that really meet the needs of the pupils are ever exactly alike. Contributions are selected and classified to illustrate certain important fields of curricular activity.



Although the activities described in this bulletin were selected because they were needed by children living in certain places, the fields of subject matter are those generally accepted by schools everywhere. So also are the principles of learning. Some learning is gained through books, some from people, some through observation, much through first-hand experience.

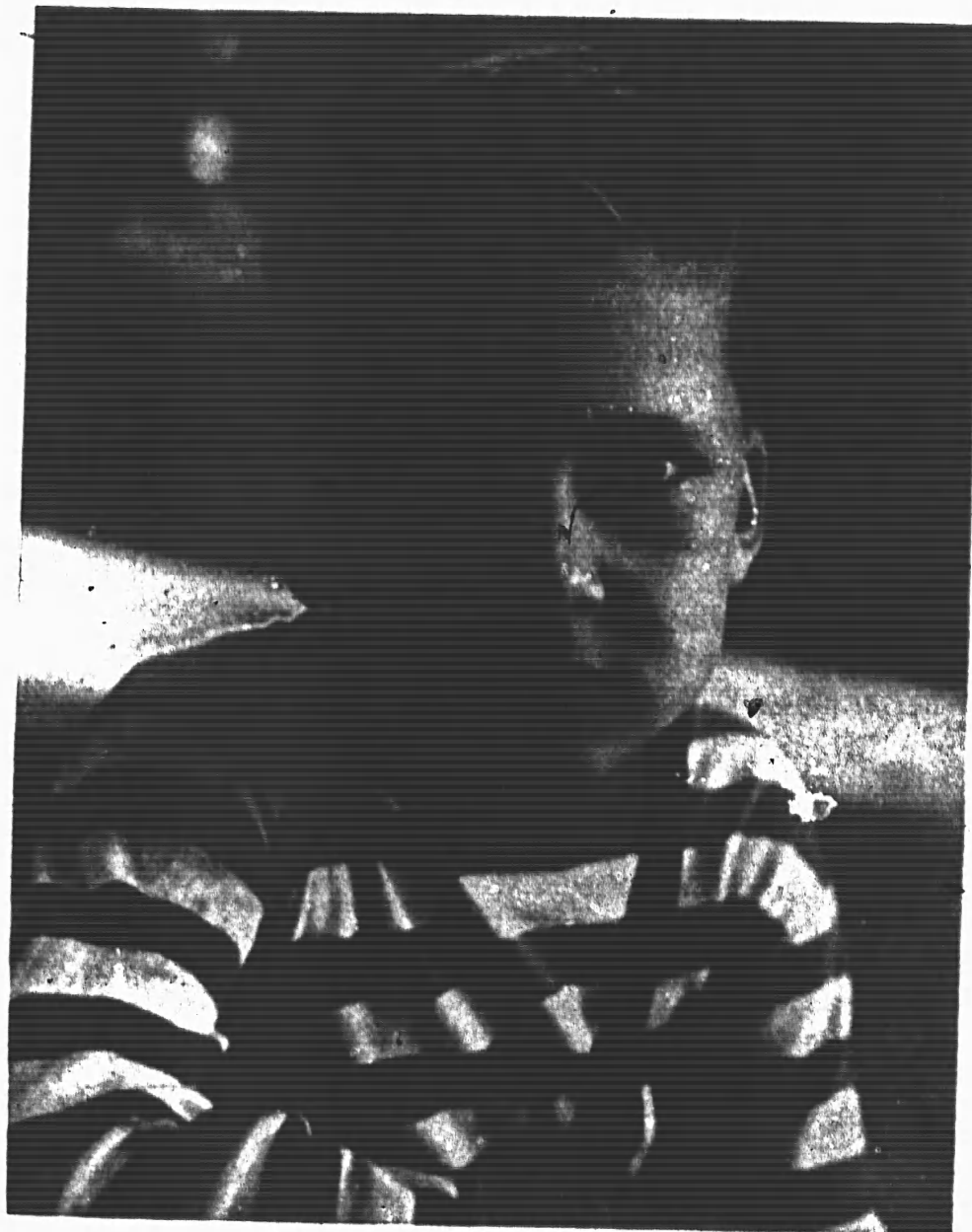
Chapter I describes a typical young boy's introduction to the curriculum. Chapter II gives examples of curricular activities which belong to the everyday lives of children in different places. Chapter III contains suggestions to help teachers discover leads to the kind of curricular activities described in the preceding chapter. Chapter IV contains steps for improvement of curriculum in line with the problems and resources of the place where the children live.

In general, the bulletin is aimed at curricular improvement rather than sociological analysis. We hope it will be useful to teachers, supervisors, and others who are responsible for planning curriculums.



*Director, Division of Elementary and  
Secondary Schools.*

V



*Courtesy, Forsythe, U. S. D. A.*

**Bill starts to school this morning.**

# *Where Children Live*

## *Affects Curriculum*

*The lines dividing education horizontally into pre-school, elementary, secondary, higher, and adult education, and vertically according to subjects of study, have their usefulness certainly. So have our parallels of latitude and the meridians of longitude, but it is well to remember that these latter exist only on our maps; we never find them on the face of nature.<sup>1</sup>*

## Bill Starts to School This Morning

ON A MONDAY morning in early September, in the typical village of Ourtown, U. S. A., the story of this bulletin begins: It is a story of how curriculums that improve children's living are developed. In Ourtown, 6-year-old Bill Jones wakes with a feeling that something important is going to happen. It is going to happen to him, he remembers, as his mind becomes active. It's the FIRST DAY OF SCHOOL.

### **One of Life's Milestones**

Bill's father and mother have tried to help him have happy, rich experiences at home, experiences of the kind he has seemed to need most from day to day. Now they know that the school will take Bill as he is in his development, try to understand his changing needs as the days go by, and cooperate in helping him solve his new problems at the proper time. They have not been unduly appre-

<sup>1</sup> Keppel, Frederick P. A Planned Rural Community. (Quoted from *The Journal of Adult Education*, January, 1941, p. 58.). Extension Division Publication, New Dominion Series, No. 11, March 1, 1942, University of Virginia, Charlottesville.



hensive about school. But there's been an undercurrent that has caused THE SCHOOL to loom large in Bill's thoughts.

"Do you go to SCHOOL, my little man?" people have asked him.

"When are you going to start HIM to SCHOOL?" he's heard callers inquire of his mother.

To Bill, such questions have had certain portent.

### **Bill Gets Acquainted With the Teacher**

Hopefully, yet afraid, as this morning moves along—so much has seemed to be expected of him—Bill finally arrives at THE SCHOOL. He clasps his brief case tightly. In it, along with his pencils, tablet, and crayons, he has put some security-giving reminders of home. He moves his hand over the outside now and feels the shape of his beanshooter and of his comic books.

Bill meets THE TEACHER, Miss Wilson. He has met her before, and that helps. She wasn't THE TEACHER when he met her. She was just Miss Wilson, a grown-up who he thought was pretty and interesting when she came to see his mother. Now since she is familiar, kind, and smiling, and glad to see him, he forgets about THE TEACHER and thinks of her again as MISS WILSON. He feels good to be near her.

### **So Many Children**

Bill sees the OTHER CHILDREN, more boys and girls of about his size in one place than he has ever seen in his life and that feels strange. He has seen several of them before. He has played with some of them. A boy sitting near lives in the same block. But at first, among so many strangers, Bill hardly is conscious of the children he knows. Gradually he loses some of the strangeness. When he finds himself with just two or three children, playing with a wonderful train, he's happy. He belongs to the group.

### **A New Life Begins**

From this day on, the school enriches the experiences Bill has at home. It adds new ones—experiences that begin in the schoolroom perhaps, and reach into his home and out into his community. Some of Bill's school experiences help him learn how to work better with the children and adults whom he meets every day. Others give him new understanding of his home and his community and help him gradually to become a more useful member of each. Woven in with his life experiences are the skills and knowledge he needs for further learning.

Miss Wilson knows how uncertain Bill feels toward his new experiences at first. Bill senses that she knows. She considers it



her big job to understand and to help him—to assist him through that first big day, and every succeeding day, so that each experience he has may become richer in assurance, happiness, and understanding because of her and the school. In fact, that is the job of all the teachers Bill will meet in the years to come.

### ***Skylines Draw Back***

The experiences which Bill will have with the help of his teachers and the school as the years pass are everyday experiences. They comprise Bill's CURRICULUM. Bill would have had some of them without going to school, but he might have had them without the interest and understanding that make life worth while. The good school makes everyday experiences richer and more meaningful through helping him get appropriate new facts, skills, and understanding.

Bill's experiences include activities with other children, such as arranging the chairs for several boys and girls to use in planning work together, going with the group to buy groceries for the school lunch, marking the playground for a game, or arranging on a low table the picture books about the day's special interest. Other experiences include getting acquainted with grown-ups, such as the school bus driver, the janitor, the principal, and all the others of the school staff, and understanding what they do and why. They include knowing the mail carrier, the dairyman, and others in the community and understanding how they help him and how to cooperate with them. Buying paper and pencils, snacks and lunch, and toys and clothes and newspapers; earning money, taking care of things, being a useful citizen—these and many other activities in the ordinary business of living will be Bill's CURRICULUM experiences.

### ***Suppose Bill Lives in Texas***

Bill's experiences from year to year depend somewhat upon the place in which he lives. If Bill lives in central Texas, for example, around his home there may be fields of cotton. In the branches of trees Bill often sees clusters of mistletoe or Spanish moss. Blue-bonnets or other flowers cover untilled fields in spring. The climate is mild in winter, hot in summer. Field crops, gardens, and flowers are adapted by nature to this climate and to the soil.

Bill may speak Spanish. The other boys and girls speak English. He may like tortillas and chili to eat. The other children like bread, vegetables, and meat. Around him may be ways strange to him and new to his parents. If he lives in a city, busses,



automobiles, streetcars, fine stores, big churches, many people affect his life.

In school Bill feels lost. The other children don't speak his language. They have different ways. Indeed, Bill may have more to learn than the other children in order to have an equally good life. He needs the kind of curriculum experiences that really help him fit into the life around him and do his part in making it better. He needs the kind of curriculum experiences that help him fit in happily, yet be himself, with appreciation for the ways in which he is different.

### ***Maybe Bill Lives in Minnesota***

Bill may live in Minnesota. Many of his ways of living are the same as if his home were in Texas; he still lives in the United States of America. But in his life in Minnesota, or in some other State of the North Central region, there are things that are different from a life in Texas or in similar parts of the Southwest. Probably the people around him speak the same language he does. Perhaps they are of the same racial and national origin and culture as his family. He may not have the difficulties in language and culture to overcome that he might have if he lived in certain places in Texas and belonged to a Spanish-speaking group there.

The Minnesota climate is different. Bill has opportunities to learn to skate and to ski. He has fewer months for the outdoor life. Around him are trees and plants and flowers not commonly known in Texas. There are occupations and industries that do not exist in the part of Texas just described. People are employed in iron mining, in lumbering, in short-season crops and gardens, in the usual industries and businesses of cities.

Wherever he lives, Bill grows more and more interested in the things around him and becomes better balanced through learning more about them and the problems related to them. The toys he makes, the pictures he paints, the handicrafts he produces, the stories he writes or likes to have told to him, the books he likes best to look at, the chores he does at home, the ways he earns his spending money when he is older, the way he budgets his money or plans his time—all reflect his background of experience and its influence on his development. His new experiences begin with what he knows and extend his knowledge.

### ***Bill Keeps His Teachers Alert***

Bill must have the kind of education that helps him in using the resources around him to solve his problems and meet his own needs well. The kind of education Bill requires has been briefly stated



by the Educational Policies Commission<sup>2</sup> in the following objectives:

1. *Education for self-realization*, which means: Are the children getting personal satisfaction out of life? Are they healthy and happy? Are they able to overcome petty annoyances or disappointments? Are they achieving the literacy skills needed to handle life in a modern home and a modern community? Are their knowledge and understanding becoming deep and broad enough for them to adjust to the social and physical world around them?
2. *Education for human relationship*, which means: Can the children get along with others? Are they courteous and polite? Do they enjoy being with others? Can they ignore personal grievances and work with others? Do they put human welfare above other goals? Can they compete pleasantly when competition seems desirable? Cooperate when cooperation is necessary? Are they learning to improve their home and family relationships?
3. *Education for economic efficiency*, which means: Are the children learning how to handle money and buy wisely? To earn or to produce? Are they learning to plan their lives well? Are they learning to understand, use, and improve the economic services of the community?
4. *Education for civic responsibility*, which means: Are the boys and girls learning how to perform civic duties efficiently and with interest? Are they beginning to understand democracy and do something to make their services count in its fulfillment and development in their community and in the wider community about them? Are they growing in loyalty to ideas of national and world democracy?

Bill's need for the kind of education indicated by the objectives stated above keeps his teachers alert. They study not only Bill, but also his home and his community and the way these affect his life. In a day when the seeds of corn, oats, and cotton are produced and selected to fit particular regions, it is not surprising that Bill's teachers are placing less emphasis on ready-made courses of study and trying to help each child to select the curriculum experiences suitable for him in the place where he lives.

### ***The Place Where Children Live Affects Curriculum***

All children's activities in achieving the objectives stated above are different from school to school, community to community, region to region. They are different because the places are different culturally, industrially, geographically. Children's activities are also different for reasons of individual and group

<sup>2</sup> Educational Policies Commission. *The Purpose of Education in American Democracy*. Washington, D. C., National Educational Association, 1938. 157 p. Items in italics only are quoted from report.

needs, interests, and resources. That is why Bill's teachers' job is such a big one.

In different regions of the United States ways of living vary. Soil Conservation Service divides the country into seven regions. In each region ways of living are different because of differences in natural resources, community structures, industries, and economic conditions. Every major region has smaller regions and communities with characteristic ways of living. In these, teachers see new activities for curriculum from day to day as they study their pupils' needs, interests, and life problems. Hobbs<sup>3</sup> refers to some 20 subregions in the South.<sup>4</sup>

Regional influences of income level, culture, and family status affect curriculum. All are interrelated. Bossard says, "The region is being increasingly identified in cultural terms. Larger in size than the community and perhaps more generalized in its relations to the behavior development of the child it is of considerable significance."<sup>5</sup>

<sup>3</sup> Hobbs, S. H., Jr., *Rural Communities of the South*. Chapel Hill, N. C., Institute of Research and Social Science, 1946. p. 51-52.

<sup>4</sup> See also: *Regional Factors in National Planning*. National Resources Committee. Washington, U. S. Government Printing Office, 1935. Especially chapter XI. The Nature and Evolution of the Regional Idea.

<sup>5</sup> Bossard, James H. S. *The Sociology of Child Development*. New York. Harper & Bros., 1948. p. 527.



## How Curriculums Vary

*Almost no child can escape his community. He may not like his parents, or the neighbors, or the ways of the world. He may groan under the processes of living, and wish he were dead. But he goes on living, and he goes on living in the community. The life of the community flows about him, foul or pure; he swims in it, drinks it, goes to sleep in it, and wakes to the new day to find it still about him. He belongs to it; it nourishes him, or starves him, or poisons him; it gives him the substance of his life. And in the long run it takes its toll of him, and all he is.<sup>1</sup>*

MOST AMERICANS think that children of a democracy such as ours should have equal educational opportunities. From this belief may have come a practice which for a time defeated its own purpose. That was the practice of attempting to provide for all children the same or similar experiences in the curriculum.

As research has helped people to understand children better as individuals, new ideas about curriculums are taking hold. Many teachers now try to provide the kind of learning experiences that are adapted to the varying needs of boys and girls in the community, neighborhood, or region where they live. The reports in this bulletin are grouped around areas or aspects of living including: Use and improvement of environment, health and nutrition, social and civic service and human understanding, and home and family living.

The four aspects of living do not cover the total curriculum. They are examples only, suggested by recent studies. Following are illustrations of ways in which curriculums vary within the four areas of living.

### ***In Use and Improvement of the Environment***

In some schools children early learn to take responsibility for making their environment a good place to live and work. Improvement of school and community are important curriculum tasks.

<sup>1</sup> Hart, Joseph K. *Adult Education*. New York. Thomas Y. Crowell Co., p. 19.



**School Surroundings**

For 6 hours of the day the school is the children's home. The school is also the pupils' laboratory, recreation center, and civic service headquarters. For these purposes boys and girls learn to help improve their school environment and keep house and grounds attractive, appropriate to the community, and in order.

*Helping to arrange a classroom is a child's experience.*—Children should not be called upon to do the work of a janitor. Yet there are things about a school which can only be handled by those who use its facilities; that is, by the teacher and the pupils. A child learns to arrange the things he works with to best advantage through his own critical planning. A group of children learn cooperation through planning working arrangements together.

In the classroom are materials and equipment to be kept in order—bulletins, books, and magazines; materials, such as paper, paints, chalk, pencils; tools, such as hammer, nails, scissors, pliers; study equipment, such as microscopes, magnets, magnifying glass, jars, tubes, labels; aprons and smocks. Easels, extra chairs, boxes, shelves, and filing cases have to be put somewhere for convenient use. Collections of rocks, flowers, mosses, weeds, beetles, and other study materials of the environment are part of the school's equipment. Where should all these be placed in order to be of greatest benefit to all? Which are needed every day? Which should be stored when not in use? How long will this particular display be needed? The group will need a great deal of practice in answering such questions if they are to make the classroom an orderly place in which to live, work, and learn to the best advantage.

Boys and girls can have a part in arranging seating. What are the items they should consider first, such as safety, lighting, and other health precautions? How can they make the room most convenient for the things they need to do? Which groups need the quiet corner for special practice or help from the teacher on things that have been hard for them, such as reading skills, number facts, map work? Which groups or pupils today will need a long period in the library? How can it be arranged and what time is best? If parents or other patrons are coming to help today, what plans need be made for their comfort and convenience? These are some of the questions they should have opportunities to consider.

Screwed-down seats are offenders in too many classrooms. Children have to sit still too long in them. They cause the lighting to be poor for certain kinds of work. They prevent children from



seeing the other children during class discussion. Some schools find ways to get movable seats and desks when once they face the difficulty. These schools have made one of the first steps toward a better school program.

*Even kindergartens vary.*—Schools do not all have the same kind of kindergartens. Take one country school, an ungraded school, where one teacher has the opportunity of working with a group of children of many ages. In a city all the children might have to be separated into isolated grades. But in this country school the kindergarten was just a corner of the single big room. The teacher describes it thus:<sup>2</sup>

Our corner is a seven-by-nine activity space with adjustable seats forming one boundary, the walls making two, and the homemade sandtable the fourth.

This space, accommodating nine this year, is furnished with bookshelves, small table, and easel. A long table with nine small chairs is arranged just outside the corner.

A small blackboard hangs from two nails. Toys and some materials are brought from home. Jigsaw puzzles and pictures or rhymes that are within the experience of country children are provided.

Older pupils help initiate little ones into their school environment, tell them stories, see that each is constructively occupied. In turn, the older boys and girls have the learning experience which comes from working with the little ones. They feel the responsibility of starting the younger children correctly and so are motivated to be better and to do better work themselves. They gain in leadership ability as they try to help the little children.

*Many people help.*—In a certain two-room school where the grounds were badly eroded, 4-H Club boys became interested in a better schoolyard. They wanted a ballground. Using their publications on science and conservation, the children studied the causes of erosion and ways of preventing it. They discussed some of the techniques of grading and leveling the slopes on the grounds. They invited the assistant county agent to talk with them about the use of kudzu in preventing erosion on their schoolground and to help in planting it. Several boys planted kudzu on the eroded spots near their homes and in their home yards.

A one-room school in the same State had a badly eroded ground. Ugly gullies and rain-washed banks made the yard useless and

<sup>2</sup> Farrington, Catherine R. Rural Kindergarten. *National Education Association Journal*, 28: 506-507, October 1949.



*Courtesy, Keano Teachers College, Keano, N. H.*

**Boys and girls learn how to preserve the beauty of their neighborhood.**

unattractive. Here is what the teacher wrote:

The children and I discussed the unattractiveness of the rain-washed ground. We tried to think of ways of improving it. We asked the road commissioner to chart the schoolground for planting grass and shrubs. We asked the 4-H Club agent how to plan improvements we wanted to make. Eventually the boys, girls, 4-H Club agent, and I agreed on a plan and together we set out kudzu on the rolling part of the ground and planned for shrubs.



In a consolidated school in another State, one of the important curriculum activities one year was the transplanting of more than 125 native dogwood and redbud trees to the schoolground. For this job, science and nature study materials were useful. The teachers and pupils made a cooperative card catalog of the books and pamphlets available to them on the subject and a list of people in the community who might be willing to help them either with information or labor.

In a certain city school<sup>a</sup> the members of the Boys' Sixth Grade Civic Club worked hard to extend the usefulness of their museums. They chose their own school museum as a starting point. With the help of their teacher a committee<sup>7</sup> of five boys was appointed to collect information related to certain exhibits and their usefulness, and to prepare speeches and reports to aid other grades in their use of the displays. They helped to keep the entire school informed about available material. They helped to spread information about museums in the city. They offered aid to other schools in the use of their own exhibits and in obtaining additional exhibits from other museums.

Schools that carried on the activities just described had different kinds of working situations. Through early establishing the habit of making their situation the best possible place in which to work, the boys and girls were gaining a skill that would add to their pleasures and efficiency in everyday tasks.

#### **"Our Community"**

How much "our community" can mean to the children! The boys and girls draw upon it for information and for materials of learning. They study the community's problems and try to do their part as citizens in making it a better place to live. And how different are communities, the uses children make of them in different places, the resources they have for education, the things children learn.

*A day at the beach with second grade.*—To learn more about that delicate little clam called the coquina, the second grade in a Florida city planned a trip to the beach.

"What is the best time to go?" was the first question that the children had to decide in planning.

The children noted that waters in the Gulf of Mexico are changing all the time. They advance higher and higher on the beach until high tide and then recede until the low tide point hours later, about 10 o'clock in the morning. Accordingly the children ar-

<sup>a</sup> *Better Schools.* Cincinnati, Ohio, Cincinnati Public Schools. *Weekly News Bulletin*, Jan. 12, 1950. p. 2.



ranged to reach the beach at that time. When they arrived, they could see where the high tide had reached by the line of seaweed and debris.

"What's the best way to gather coquinas?" was the next question.

The mothers, who were serving as small group leaders for the trip, and the children and teacher were shown how to pick the coquinas out of the wet sand before they had a chance to bury themselves after the receding water had passed over them.

After the clams were collected, most of the class took a stroll to collect pretty shells. Others with the teacher at her beach house washed the coquinas and prepared them for cooking.

By this time the children had returned from shell collecting and, seated on the beach, were served with the coquina broth and crackers, supplemented by a sandwich and a piece of fruit, which each child had brought from home.

By no means was the excursion just a haphazard play experience for the children. The teacher had other aims in mind. She had used the planning period for a first-hand lesson about the tide and the way it behaves, and a little about the ocean as a means of travel, a source of food, and a source of fun. The discussion about the lunch had been one of the first steps toward making these children nutrition-conscious and sensitive to costs of food. The trip was an opportunity for the pupils to increase their ability to plan together and to get along together and have a good time in a new group experience. Its contribution was the more effective by being adapted to the place where the children lived.

*"The Indians once lived here."*—In many regions in the United States Indian tribes once lived. Stories handed down about the Indians have usually been interesting to boys and girls. Yet even with as commonly interesting and acceptable a subject as Indians, there are differences among regions. Indians of the Southwest have contributed weaving, basketry, and jewelry to our ways of living. Those of the Northeast taught the early settlers ways of raising and preparing foods, such as squash, sweet corn, popcorn, pumpkins, and white and sweet potatoes, and cranberries.

Variations lead, not to completely different content about Indians for the children of different regions, but to differences in sequence and emphasis. Children are more likely to be interested in beginning with local Indians, and it is easier to get local Indian relics for instructional use.<sup>4</sup>

<sup>4</sup> See publications of the United States Indian Service, Washington, D. C. A price list may be secured from Haskell Institute, Lawrence, Kans.



A recent bulletin<sup>5</sup> mentions points of interest which belong in a study of Indians by New York State children:

The story of the Indian is an integral part of the history of New York State. So pronounced has been the interplay between Indian culture and that of the white man that it is quite impossible to regard them separately. The subways and skyscrapers of New York City take their roots in soil once planted to maize and squash. Our highways, roadbeds, and waterways follow routes traveled long before the advent of steam and steel. The farmer in any corner of the State can, without too much surprise, pick up an arrowhead from his furrow.

Nor is the story entirely one of the past. Within the boundaries of the State we can point to eight Indian reservations, six of which maintain elementary schools for children. Every New York State city has at least a few Indian families as part of an estimated total of 10,000 Indians throughout the State. In Brooklyn we find a sizeable Mohawk community. . . . Indian celebrations, tribal elections, treaty negotiations and lacrosse games are no less common in some New York State communities than are city council meetings or strawberry festivals in others.

From the stories about Indians that once lived in any community may come leads to study of Indian groups in other regions and to the problems of the Indians of the United States as the responsibility of all citizens.

*Conservation begins at home.*—Since 1920, schools have realized how important it is that children learn the national significance of a wise use of our natural resources. Many teachers have provided for their pupils opportunities for participation and instruction in conservation of the natural resources. Interest in conservation continues to increase, yet too many programs are informational only, without giving children an opportunity to take part in the conservation activities in their own communities.

Conservation of natural resources is one of the aspects of living in which curriculum activities vary most from place to place. Take for example the conservation of water. Some regions have plenty of water; in others there is a scarcity, as in our Southwestern Region and in the Northern Great Plains Region. There is variety in the sources of water in different places and in ways of control and distribution of the supply. The children's problem is one of learning about the condition and adequacy of the local water supply rather than a general study of the lowering water table.

As for other natural resources, children in rural and suburban areas have experiences with soil and gardening, birds and flowers and forests, which vary from school to school and from region to region. Iron, coal, gas, and other minerals concern all people.

<sup>5</sup> *Living and Working in Indian Communities.* Albany, N. Y., New York State Education Department, 1949. p. 9.



*Courtesy, State of Tennessee, Department of Conservation.*

**Learning what plowing does to top soil.**

No two counties have the same curriculum in conservation. A report from Wisconsin says that conservation education there is based on the needs of communities and regions. One report from the State shows that the schools of eight counties in addition to general information in conservation have points of emphasis as follows:

- Barron County . . . . . Organization of student ranger patrols.
- Iron . . . . . Topographical maps in which a color scheme indicates timber, swamp, marsh, and lake areas.
- Monroe . . . . . Fifty-six acres planted to trees by the children.  
Rearing and releasing pheasants. County-wide soil improvement.
- Oconto . . . . . Conservation tours for seventh and eighth grades.
- Taylor . . . . . Activities in nine school forests. Beautification of the schoolyards.



Washburn .....Activities in rural school forests. Planning nature trails. Forests used extensively for conservation.

Waukeesa .....Highly developed school garden and flower program.\*

Even city schools find conservation activities in which children can learn something first hand. A fifth grade, for example, laid out in the back part of the school grounds a temporary reservoir to hold the water which drained over a slope during heavy rains. This slope of ground was small to work with, but the children gained some understanding of the value of strip farming and contour plowing as they experimented on their small scale with devices which farmers use to control erosion. They became more understanding and appreciative of the Nation's task in conserving the soil and more sensitive to their responsibility in the matter.

Minneapolis Public Schools organized a Conservation Commission to stimulate interest and further conservation education at all levels of instruction. Significant things the schools are aiming at are: (1) to help children break away from the mere book-learning type of experience to something more active; (2) to help boys and girls learn more about the conservation area around Minneapolis; and (3) to lead them to use local conservation problems as springboards for discussion and study, including conservation of natural resources of Minnesota, understanding the relationship of the trees of Minneapolis to the soil, and preventing the damage done by grass fires.<sup>7</sup>

A unique adaptation of curriculum to the place where children live is reported in *Progressive Education* magazine.<sup>8</sup> After careful planning, the Minneapolis Board of Education and the superintendent of schools initiated a Farm-Garden-Forestry course for 150 boys and girls from the fifth, sixth, and seventh grades. The farm had been left the schools by a public-spirited citizen as part of a trust fund some years before.

Now the work is largely confined to fifth-graders.<sup>9</sup> In the spring, after weeks of planning by pupils and teachers, groups of pupils are transported to the school farm by bus. There they work in small groups under direction of a farm supervisor, a helping teacher, and the classroom teachers. They learn first-hand about soil testing, soil preparation, fertilization, planting crops, rotation of crops, erosion control, tree and grass planting.

\* Conservation Education in Rural Schools. Yearbook 1943. Washington, D. C. The Department of Rural Education, National Education Association, 1943. p. 69.

<sup>7</sup> Scribner, Ruth S. Conservation Activities in Minneapolis. *Progressive Education*, 27: 56-66, November 1949.

<sup>8</sup> *Ibid.*, p. 60-61.

In the summer boys and girls are again transported to the farm for half a day of work planting, weeding, thinning, hoeing, cultivating as needed. Again in the fall another half day of work is spent at the farm. This is the time of harvest for tomatoes, pumpkins, sweet corn, popcorn, squash, and potatoes.



*Courtesy, State of Tennessee, Department of Conservation.*

**Children help stop erosion on their school ground.**

The children's response to the farm project is so enthusiastic that the people responsible for the undertaking feel that it should no longer be regarded as experimental, but rather a part of the regular educational experience of the boys and girls.

Whether they live in the city or in the country, children have certain contacts with the natural resources they use and thus have opportunities to practice conservation. The emphasis at any time or place may be upon the resource which is scarcest, as in the case of a low supply of water. Yet other resources should receive attention. Children can learn to turn off electricity when it is not in use. They can learn not to waste food. They can care for furniture, clothes, equipment. The practices which the children need to develop should be tied to real experience suited to the place where they live.

*A health program for our community.*—Not all communities find it desirable to have the same kind of health program. Health



is not anything that can be isolated and taught to all alike. Instead, it is part of every person's life with influence on everything he does wherever he may live.

"We should have the kind of health program that reaches into the lives of our children," said the principal of the elementary school of Petersburg, W. Va.,<sup>9</sup> when planning the year's work with his staff. Here are some of the things the boys and girls did that were adapted especially to their resources and ways of living:

Seventh and eighth-grade groups initiated the program.

All groups had a part in the work.

Thirteen committees had responsibility for school and community experiences which the school could do something about. These included:

Improving garbage disposal methods.

Studying the sewage situation.

Street cleanliness.

Studying the water supply.

Surveying city-dump situation.

Getting rid of mice and rats.

Making a study of school health.

Reducing colds and other diseases which interfere with school attendance.

Studying ways in which the city restaurants handled food. Getting rid of flies and mosquitoes and conditions which breed such pests.

Studying the situation with regard to livestock within city limits.

Getting more recreation for the town.

Studying the situation with regard to rest rooms and making recommendations.

Most of the pupils had part in making questionnaires to fit the study.

Learning how to make and use maps of parts of the community was of practical help to the younger pupils.

Older pupils learned how to represent the school in community organizations.

### **"When We Travel"**

A child's environment continuously grows wider. From home to classroom is one step outward. Visits to other classrooms within the school may follow. Then come little journeys to the neighborhood grocery, to the post office, or to the bank. In some schools getting acquainted with the home county is important. States may follow. Parks are important. Some schools plan their travel to help the children get understanding not provided by books. Others use their trips to find local problems that need attention. The amount and kind of travel that the school can sponsor depends

<sup>9</sup> Petersburg Builds a Health Program. Washington, U. S. Government Printing Office, 1949. (Office of Education Bulletin 1949, 5.) 50 p.

upon the community near at hand and farther out. Following are examples:



*Courtesy, Rochester Museum of Arts and Sciences, New York.*

**Ready for an excursion.**

*Here and there near home.*—Excursions about town need not be aimless. A trip can help pupils get information or do something useful. In studying their city, a seventh grade in Long Beach had two problems that were especially important to them as young citizens: (a) How can we help make Long Beach a better place to live? (b) How can Long Beach better meet the needs of its citizens?

Information gathered from excursions led the children to study the effect of the production of oil and the flourishing hotel and tourist trades on people's incomes. Then they looked into other kinds of work and made suggestions for expansion of some, such as manufacturing, the building trades, service jobs, industry, and the professions. Contributions which the children made included suggestions for transportation safety and a guidebook of things to do and places to go for recreation and fun.

One of the schools of a Pennsylvania city is near the railroad tracks, and the children often hear the toots, snorts, puffs, and whistles of the trains. During the war the mother of one of the children got a job as gateman at the George Street crossing, near



the school. It was a grand sight for fourth-graders to see her control the traffic, winding down the gates and stopping all the traffic while the trains rolled by or raising the gates and permitting the traffic to flow again.

A study of railroads at work was inevitable for this fourth grade, and inevitable also was a trip to the railroad station. Everything the children saw had exciting meaning. At the Express Building, they saw packages tagged and ready to be shipped. They saw unclaimed packages. A dog, pigeons, and rabbits were in boxes ready to go on the train.

What did the boys and girls get out of the study? There is no way of knowing or measuring all that the various members of this class of 31 children got, but some things were evident. Certainly no book study of "transportation" could have given them the vivid understanding and appreciation of the marvels of science that this study in their own community gave to them. As for appreciation of safety precautions in such a world, the children came to think of safety as a way of life among persons who work on the railroad. By comparison they were the better able to look into their own lives and make safety first a way of living for themselves.

*Getting better acquainted with the home county.*—In some places the boundaries of a county have social as well as governmental significance with which children find it useful to be acquainted. Below are passages from a report by Victoria Lyles, director of elementary and kindergarten education, York, Pa. The excerpts are included at some length in order to give an idea of procedures in what proved to be an exceptionally worth-while experience to the children.

The children were on a BIG FIELD TRIP! (to get better acquainted with their county.) They hoped:

- To visit Mrs. Barrett, ride in her jeep, see her early American home.
- To visit Wellsville QUAKER CHURCH.
- To visit Mr. Carl Nelson, Teacher, and WELLSVILLE PUPILS.
- To see whatever they could about York County.
- To PICNIC with Uncle Ed, Major (the big Dalmation), Rags (the little dog), the hay, grass, crabs, "blood suckers," the children, the bonfire.
- To have a lot of FUN.
- To give a QUAKER and UNITED NATIONS' program at Wellsville.
- To hear a big school program about other school trips which the Wellsville children had made to Harrisburg, York, and Washington.

Pupils and teachers together had planned how to handle the experiences they would have—as far as they could foresee them. Here are some of the agreements reached:

*Dress:* Any type of dress in which to play and have a good time.

*Manners on bus:*

- a. Stand in line and don't push when you get on.
- b. Take time about getting in, seats; don't ever shove.
- c. Don't talk too loud or laugh too loud.
- d. Remain seated and don't put heads or arms out of windows.

*Arrival:*

- a. Get out of bus and wait until introductions are over.
- b. Greet Mrs. Barrett and Mr. Nelson.
- c. Children of Wellsville to be introduced.

Other points discussed with similar conclusions are: At lunch; Class Period; The Programs; Things to Think About Looking For; Visit to Wellsville School Building; Visit to Friends Meetinghouse (Quaker Church); On Leaving Wellsville; A Note of Thanks After Getting Back to York.

After an exciting arrival and a warm welcome from all the hosts, including the 29 Wellsville children and MAJOR, the big dog, and Rags, the little dog, and a lot of fun getting acquainted, the children found themselves at:

#### THE FRIENDS' MEETINGHOUSE

All the children were quiet, reverent, and respectful as they sat in the old Quaker church. They knew about the Quakers—how they have always worked firmly and quietly for peace, have been sober and thrifty—and charitable. They noted:

That the Meeting was organized in 1746.

That the present house was built in 1769.

The pegged floors and benches—the wide floor boards.

The men's side of the church and the women's side—and a fireplace on the women's side only.

The hand-hewn pews; the giant key to the church door.

Back at home the boys and girls had the pleasure of writing reports of their trip for the school library, preparing news releases for their school-community paper, checking records of money spent and balancing accounts, discussing experiences which had impressed them most about the trip. Their understanding of certain historical events was broadened, their appreciation of York County, much increased.

*From a small city to a larger one.*—Almost everywhere are opportunities for classes to travel outside the home community.



Here is a story of a trip to New York City made by the sixth grade of the Brackett School, Hartford, Conn.

It (the trip) was to be on a Sunday and anyone in our room could go who had permission from his parents. Those who could go were overjoyed and could hardly wait for the exciting day, with all its promising adventure—

Thus a committee wrote and then told how the teacher and the class had planned for the trip. They wrote that the boys and girls had explored encyclopedias and other books in the library—books that many of them had not bothered to look into heretofore—that they raised questions in class and discussed what they had read, in order to decide upon the most interesting things for the group to see.

With a feeling for drama the committee described and drew pictures of their experiences in getting on the train, handling baggage and tickets, eating breakfast on the dining car, using the ramp that led from the train to the waiting room in Grand Central Station, the ride on the subway from Grand Central Station to the Battery, and the boat ride to Bedloe Island and the Statue of Liberty.

At school the next week and for several weeks, opportunities were numerous to make the trip the backbone of some significant learning about how New York City started and how it grew. Interesting study was carried on to find the answers to:

How did the Statue of Liberty come to be built?

How was New York City settled and what made it a great city?

How has New York City become so rich?

Where does New York City get the food for so many people? What part has Connecticut in providing food for New York City? How does the big city help us here in Connecticut?

From what different countries did the people who live in New York City, or their ancestors, first come?

What if New York would keep on getting so big that the people could not get enough food from all the region around it? or find places for everybody to live?

*To parks nearby and far away.*—Boys and girls and adults travel to our State and National parks. In Sarasota County, Fla., for example, teachers have taken their pupils to Myakka State Park. That visit has enriched the school program. Thoughtful and critical reading, scientific understanding, original thinking, and civic activities have come of the trips. Children have used their libraries and made paintings and collections as a result of some



of the trips. Boys and girls have written letters about their experiences to friends.

Some schools help prepare children and parents to get richer experiences from travel by calling their attention to historical landmarks and memorials and what they stand for. History classes listened with interest to reports that children gave after week-end trips. People at home like to see snapshots taken on trips, and children sometimes study in school about how to improve their photography.

Boys and girls who live in cities are especially fortunate when their parents take them on week-end trips to parks and other outdoor spots. This is often one of the few ways which they have of learning first-hand about trees and grass and their usefulness; about soil and rock formations and how they came to be; about our natural resources and their conservation.<sup>10</sup> Sleeping out of doors in a tent or a cabin is an exciting experience to city children.

Sometimes schools arrange for children who have visited parks to help other children and their parents to plan week-end trips. People traveling can often pick up helpful folders or other informational material which they can take home to be useful to others who are planning similar trips. A teacher who is familiar with what can be learned in the parks of the local region can help children and parents have trips that are educative and that add interest to the school program and give meaning to the children's study. Information about spots for fishing and hunting and game laws regarding them is helpful to people planning trips. Many people like to know good places to stay all night. It is a helpful and interesting experience for the children to supply the facts.<sup>11</sup>

*To places of government.*—When the pupils and teacher in a rural school in Iowa were studying new roads and systems of highway patrol and new laws and regulations governing automobile travel, it was brought out that none of the children had ever been outside Iowa. Since part of their study had been concerned with how and where the laws of Iowa were made, including a trip to the State capitol building, it seemed natural to compare Iowa with Nebraska. But to make good comparison was not possible without seeing Nebraska—at least that was what the children thought. Could they take a trip to Lincoln, Nebr., and see the capitol there and get their own information about some of the things they were

<sup>10</sup> See also: *Conservation Excursions*. Washington, U. S. Government Printing Office, 1939. Federal Security Agency, (Office of Education, Bulletin 1939, No. 18.) 61 p.

<sup>11</sup> See also: *The Place of Subjects in the Curriculum*. Washington, U. S. Government Printing Office, 1949. Federal Security Agency, (Office of Education, Bulletin 1949, No. 12) p. 14-16.



curious about? They could and did. It required three cars to take the school—the teacher's car and two family cars. It required a week end. But what an experience it was!

The children saw that the fine roads which they liked so much to travel on in Iowa extended into Nebraska—a national highway stretching far ahead across the level country, on and on. Where? On their United States road map they looked at the States ahead—Colorado, Utah, Nevada, California! What were these States like, they wondered. Now they would have an incentive for reading to learn what they could not immediately learn through travel. They would have a use for map study. They would improve their ability to understand and use both books and maps.

Along the way the boys and girls observed the wide level farms, the broad pastures and many cattle. They saw more acres of wheat than they had ever seen. They passed fields of corn, alfalfa, oats. They saw many hogs and chickens.

When the State Capitol spread out before them, the children mentioned differences in appearance.

"It's newer than ours," they said. "And it is low—all except the tower."

The teacher explained that the building was planned to look beautiful against the level Nebraska landscape. She told them it had been rated as one of the ten most beautiful buildings of the United States. She said that unusual lines and simplicity of construction could be accounted for by its being built at a time when artists were making special effort to suit public buildings to the uses that would be required of them as well as to the location and landscape.

Inside the building, the pupils looked into the offices of the State officials. They compared the organization of the Nebraska Legislature with the organization of the Iowa Legislature. They walked through the Nebraska State Museum and saw in the interesting exhibits the emphasis on pioneer life of the plains. They examined relics from the several Indian tribes that once lived in Nebraska. They were awed by the fossilized remains of prehistoric life.

The pupils made note of points they wanted to read about. They frequently met people who helped them—the Nebraska State patrols, operators of filling stations, the guards and guides in the State Capitol. There were new opportunities for observing the courtesy of officials and business people and for being courteous in return. There were many incidents and questions which would send the boys and girls to their books for more information at



home. Their home environment was indeed becoming wider and more significant.

*The school camp.*—In many places provision has been made for children to have some experience in camping. Usually this has been in the summer. As a rule nonschool agencies have provided opportunities for camping experience. It has seldom reached a large percentage of the children. In 1945 about 5 percent of the girls and boys enrolled in public and private schools in the United States had had some type of camp experience.<sup>12</sup>

More recently a few schools are including a week or two in camp in the regular curriculum for every child before he leaves the elementary school. Although the programs have a similar framework, the experiences of individuals and of separate groups are different. Camp Hi Hill, for example, where the children of the Long Beach schools get their camping experience, is located in Angeles National Forest, a 3-hour ride from Long Beach. There boys and girls have opportunity to observe trees and birds and streams, mountain sunsets, rock formations. They discuss the variation of vegetation at different altitudes and on northern and southern slopes. They visit the ranger station and gain understanding of the fire lanes and lookout tower.

The camp activities vary with the topography and conservation needs and the plants and animals of the region. The pupils also have the experience of planning their camp, living together, and of being responsible for the chores necessary to keeping their camp a good place to live in while they are there.

The travel experiences just described—visiting places around home, getting better acquainted with the home county, traveling to a larger city, traveling to parks, seeing places of government, and having camping experience—have been like windows of the community through which children get their first glimpses of an outside world. The children who participated made the first steps between their local environment and the outside. They made friends with new people. They learned that other people, too, want to be kind and helpful. They looked at other people's ways of doing things and made comparisons. Things that had so far been just part of the world in books became a part of a real world—their own. Such knowledge gives life to what books say.

In some instances boys and girls who traveled beyond their community found opportunity to share with the people at home

<sup>12</sup> Mackintosh, Helen K. *Camping and Outdoor Experiences in the School Program*, Washington, U. S. Government Printing Office, 1947. (Federal Security Agency, Office of Education, Bulletin, 1947, No. 4.) p. 3.



interesting phases of their experience. On their trip some wrote post cards to their friends and families. Back at school they gave talks to groups of children who had not taken the trip. They wrote travel news for the school paper. Their experiences gave them a lasting interest in what they had seen.

Travel experiences must be prepared for and planned appropriately for every separate place to be visited. What is there of importance to visit nearby? Will a trip help the boys and girls solve problems important to them? These questions must be considered in deciding whether to take a trip.

### ***In Health and Nutrition Activities***

With the movement toward making good health a way of living rather than a subject of instruction, many schools work out



*Courtesy, Foraytha, U. S. D. A.*

**Children in New York City learn the value of milk.**

programs that fit local situations or are partially based on local rather than general needs. Areas of emphasis here include: Food and nutrition, recreation, relaxation, sleep, clean and sanitary environment, and safe and happy living.

**Food and Nutrition**

A Spanish-speaking school<sup>15</sup> in San Marcos, Texas, gave particular attention to a school-community health program, beginning with a health-screening test of all children in the school. Signs of malnutrition in many of the children led the school staff to develop a school-garden project and hot lunch. Staff-parent meetings after school were means of helping the parents to become cognizant of the children's nutrition needs and to become acquainted with ways of meeting them with proper diets from foods available in the United States in home gardens and neighborhood stores. Helping prepare the school lunches was a further means of mothers' learning more about good diets in the United States, particularly about the foods available in the locality.

In Denver, Colo., as a sixth-grade class was planning its health program, someone suggested that they study the value of balanced meals.

"What's the use studying about balanced meals?" asked one pupil. "The people around here haven't enough money for balanced meals."

"My mother cans vegetables," said a girl. "She gets them from Grandfather's farm. They don't cost anything."

"Mother taught me how to can strawberries," said another girl.

"Maybe we can think of ways to improve our meals without having to spend extra money. Would you like us to talk about it?"

The children mentioned things to do. A number of children said they could pick fruit and get vegetables from nearby farms. They would harvest them on shares. They could can or preserve the food in school and use it for school lunches.

"Then we would have more nearly balanced lunches, even if we couldn't have balanced dinner or breakfast."

Still, sugar and spices were needed to preserve the food. The children had to have kettles to cook it in and jars to keep it. Some of the parents donated jars. Kettles were borrowed from homes and restaurants. Parents as well as children were interested in the project. Children in the five lower grades frequently asked questions about what was going on in the sixth grade. Everyone set to work. In a short time in the school store room was a supply of easily prepared fruits and vegetables.

Someone proposed a series of demonstration breakfasts and luncheons. Parents and representatives from the other grades

<sup>15</sup> *Inter-American Understanding and the Preparation of Teachers*. Washington, U. S. Government Printing Office, 1946. (Federal Security Agency, Office of Education, Bulletin 1946, No. 15.) 100 p.



were invited. Usually before the guests went home they found themselves discussing ways to balance a day's meals. Some learned for the first time that a breakfast of apple or tomato juice and hot corn meal cereal with milk was better than the breakfast of bread, black coffee, and left-overs, the customary breakfast in that community. All learned the value of a luncheon of tomato, potato, or split pea soup, bread, butter, carrot sticks or green endive, salad, and apple sauce. They learned that all these could be grown at home. The children made a cookbook. In it they put recipes, menus, and cooking information.

As a result of the activity, some of the homes were made more attractive. Parents as well as the children got new ideas to aid them in having better tasting, better prepared, and more nutritious meals. Together they learned that food makes a difference in the way people look and feel. Pupils, teachers, and parents learned more about how to work together.

#### **Clean and Sanitary Surroundings**

When teachers and children become conscious of their environment, the schoolhouse and classrooms usually are the first places to get critical inspection. In a West Virginia school,<sup>14</sup> beginning a program for better living, the older pupils took the leadership in making the school building and grounds more attractive, clean, and sanitary and in keeping them so. As they looked at the changes, pupils and staff decided that a clean and healthful school was not enough. They saw that the help and cooperation of the community would have to be enlisted if the children's problems and needs were to be met adequately. A study of the community was planned in the following general areas:

- General nature of the community.

- Population characteristics, population mobility, size of families.

- Characteristics of dwellings.

- Educational and cultural status of families.

- Family membership in community organizations and elsewhere.

- Pupil participation in activities outside the school.

- School-parent relationships.

In the survey there was work for every teacher and every grade. As facts were gathered they were used in the school activities. The subject fields used most were reading and health. The survey enabled the community to know more about the school.

<sup>14</sup> *Culloden Improves Its Curriculum*. Washington, D. C., Federal Security Agency, Office of Education, Division of Elementary and Secondary Schools, 1949. 22 p. (New Enterprises in Education Series).

When the time came, the people were better prepared to take part in a general campaign for community improvement.

Take the water situation in a small village in Colorado a few years ago. Water for the village had to be carried from a spring



*Courtesy, Federal Bureau Photos, Walnut, Iowa.*

**When Bill in the country has finished his books—**

above the village. There was no plumbing in the village, no automatic sewage disposal. The burden merely of carrying drinking water was great. The dangers of disease from an open source at



the spring and from lack of sanitation were serious. Here was a problem which certain citizens decided to do something about. Couldn't the water from the spring be piped into the village? Labor of carrying water would be eliminated and more water



*Courtesy, Walnut Bureau Photos, Walnut, Iowa.*

**He dreams of fun he can have like this.**

would to some extent improve sanitation. Help in studying the situation was sought from Government specialists. A study of the amount of water to be obtained was made by the upper grades

of the school. Eventually a supply of water was piped into the town.

In the same vicinity were other problems connected with lack of water. In some villages, the sources of water were the running streams, irrigation ditches, and open wells. In certain schools there was no drinking water. Pupils carried water from home or drank from ditches. After teachers and children studied the importance of good water, mechanical water containers were purchased for some of the schools. Two of the open wells were covered.<sup>15</sup>

Other examples of experiences in which children have made their surroundings more sanitary and more livable include a study of sewage in York, Pa.; mosquito elimination in Petersburg, W. Va.; more restrooms in Petersburg; screening and rat-proofing homes in Hillsboro, N. C.

#### ***Recreation, Relaxation, Sleep***

Learning how to have recreation and fun where one lives is a part of the education curriculum today. Sometimes the curriculum needs to be adjusted to improve the children's recreation in school as well as out of school. If the recreation provided in school is the kind of fun that the children like to engage in out of school, so much the better. Much depends on the plan.

In an Alabama town the older elementary school pupils and high-school pupils needed something more satisfying than standing about in small groups in school or getting together on street corners or in drugstores after school. Square dances were suggested for both elementary and secondary groups in the high school, but for a time, interest in them lagged because many of the children didn't know how to do square dancing. One of the girls said that they needed a dancing teacher, and the result was that a teacher was employed and a period was set aside during the school day in which children of the upper elementary levels and of the high school could learn to dance. In this way all learned to dance. Some of the shy and quiet boys and girls became the most graceful dancers. To save the expense of a hired caller, boys and girls of junior high school learned to call the dances. Country dances of the community were used.

In other communities children and young people organize skiing or skating parties. A sixth grade in one elementary school organized a Club for Coasters. A young girl who lives in a city

<sup>15</sup> *Inter-American Understanding and the Preparation of Teachers*. Washington, U. S. Government Printing Office, 1946. (Federal Security Agency, Office of Education, Bulletin 1946, No. 15.) p. 71.



suburb has a ping pong set and the family has a large-sized basement. After school or on Saturday young people gather to work for greater skill in the fascinating game. In the country, youngsters love horseback riding. Hobbies and handicrafts are fun. They are more than that, because they afford a release for emotions. If such recreations are not provided by the families or community clubs, the school should provide opportunities for the children to take part in them, according to the resources of the community.

In addition to recreation and fun of the kinds just illustrated, children need short opportunities to relax during the day. Sometimes a change of activity is all that is necessary, say from library work to handicrafts. Other times boys and girls should have something more active. A song in which all take part may help a group of children to relax. Listening to quiet music is also an aid to relaxation.<sup>16</sup> Very young children need a period in the afternoon in which to sleep if they can. In large schools where young children often have to wait long for school busses, sleep or relaxation is provided when needed.

The school's responsibility for helping children learn how to have adequate fun and recreation would have justified the foregoing activities. But the children learned more. They increased their ability to plan together. They made social contacts. They had outlets for artistic expression. In some of the activities there were business experiences. Selection of such activities as those just described sometimes depends on what kind of recreation the community will accept. What the children do before and after school may make a difference too. Recreation, fun, and relaxation are different when adapted to the needs of girls and boys where they live.

#### ***Safe and Happy Living***

A certain community that experiments with a health program to satisfy its own requirements began with a school health clinic first assisted by the American Red Cross. One aim of the clinic was to give the children experience and skill in first aid. School pupils helped to keep the clinic open at stated hours and to inform the community about its services.

The 4 schools of an Arkansas city recently undertook to provide facts for safety education through a study of accidents in the community. The study was carried on for a year. Sixty-three

<sup>16</sup> See also: *The Place of Subjects in the Curriculum*. Washington, U. S. Government Printing Office, 1949. Federal Security Agency, (Office of Education, Bulletin 1949, No. 12.) p. 14-16-26-27.



accidents were reported; 18 had occurred at school, 5 on the way to and from school, 35 in homes, 5 elsewhere.

The boys and girls computed the number of days which all the children lost because of the accidents—112½ days, more than 5 months of school for one child. They decided to carry on a safety campaign. They displayed posters they had made in shops. They wrote bulletins and distributed them in the homes, urging elimination of hazards to safety. In each of the schools a safety patrol was organized.<sup>17</sup>



*Courtesy, York Public Schools, York, Pa.*

Children in a neighborhood of many cultural backgrounds are learning to live together in peace.

In an Iowa town the schools were asked to help combat Malta fever in the town and vicinity. Junior high school children helped doctors by doing such things as sterilizing needles and taking over some of the care of blood specimens. They telephoned to let people know when to come for tests. Along with these activities the children made a study of ways of making the milk supply of the town safer. They planned programs and bulletins to give the information to students in other classes. Learning the ways of

<sup>17</sup> *Arkansas Community School Program. Little Rock, Ark., State Department of Education, 1944. p. 62.*



safe living is a large part of the curriculum, including habit as well as knowledge, adapted to the place where one lives.

### ***In Social and Civic Service and Understanding***

Children learn to be thoughtful and understanding citizens through taking part in civic life. Not just to follow orders, but to think, to understand, and to act with due regard for the common good are commonly accepted goals of American citizenship. A citizen cooperates in planning what is good for the group. He accepts responsibility. Teachers help their children get experiences that improve their abilities to perform such duties well. The experiences vary with communities.

### ***When People Belong to Different Cultural or Racial Groups***

In many American cities, people are of different races, culture, and creeds. In order that all may work together for the common good, many schools help the children carry on activities or enterprises in which they can work with the people of other groups and thereby gain wider understanding of one another.

In York, Pa., for example, from the kindergarten through the high school, the public schools cooperate with the National Conference of Christians and Jews and the local city Round Table in the observance of Brotherhood Week. Basketball and baseball teams invite players regardless of race or creed. School equipment and facilities are shared equally. A summer camp is available to children of all creeds and colors.

In classes and other working groups children talk and study about boys and girls of other lands, of other races, and of other beliefs. They learn their songs, enjoy their stories, look at pictures of their national activities. Much is made of the beliefs of Washington and Lincoln and of their regard for the people of all races. To express their ideas on the matter of brotherhood, children make statements and write recommendations for their yearbooks and school papers. They look up articles in newspapers and magazines which show what people are doing about human relations. They appraise their practices of democracy.

Staff comments give evidence that the program has value.

"The splendid way the basketball team at the William Penn High School gets along and the way all the pupils honor their Negro players along with the others is one of the fine outcomes of the Brotherhood program," said a principal.

"People are becoming more Brotherhood conscious. People of different races and creeds appear together in public without criticism. People are learning that because of inventions, swift



communication and transportation, and a resulting complex economy we are more interdependent. Churches seems to be more broadminded, too." These were results mentioned by an upper-grade teacher.

A teacher of the middle grades said: "Teachers' exchange materials, not only between countries, but within our country, such as between schools in Pennsylvania and Georgia, are helpful in developing understanding."

A certain neighborhood in Hammond, Ind., in which people of different nationalities live, gave an international emphasis to the Christmas festivities. Boys, girls, and adults planned activities around the way Christmas is observed in different countries. Each grade chose a country for emphasis, sang its songs, told its stories, wore the costumes of its festive occasions, ate its characteristic food. All grades worked together to carry out a central theme in decorating corridors and classrooms. Some classes went to a neighboring city to visit a museum that was featuring the ways of many countries in the decoration of Christmas trees. In the program as a whole, special attention was given to the Christmas customs of the countries represented by the families of the community. Adults who had originally lived in foreign countries, or who had traveled in different countries, were asked to come to school and help the children with the information they needed. For the community part of their activity, the boys and girls planned a nativity scene for the neighborhood square.

The school cooperated with adult groups in several evening programs, beginning with a tree-lighting ceremony. Through newspaper and radio announcements other communities were invited to attend and to participate. This neighborhood observance of Christmas was so satisfying that the project was undertaken the next year as a city-wide enterprise with all schools taking part.

Where children are concerned, there are no international or racial barriers. Not, "Are you black, or white, or American?" but "Can you catch, or pitch, or hit?" is the requisite for membership in the boys' baseball team. International understanding may begin in the vacant lot or in a neighbor's pasture where there is a hill for coasting or skiing. It is up to the school to find in what ways the curriculum can enrich the desirable experiences that are characteristic of the locality.

#### ***Children and Adults Together***

No two communities are exactly the same in the ways in which children and adults get together and learn to understand each



other. One small school in New York State invites two visitors from the community to one lunch period a week. The aim is for the boys and girls and the adults to get acquainted. Parents tell of experiences they had as children at school. The children tell of interesting activities they carry on today. Affairs of the school and community are the main topics of conversation.

In a neighborhood school in a Pennsylvania city, mothers drive the children of the neighborhood to school, taking turns, partly to relieve one another and partly to get acquainted with their children's playmates and with the teacher and the activities of the school.

A second grade in one city elementary school turned a formal course-of-study unit on community helpers into a new and fresh activity adapted to their own community. Teacher and children planned their study together. Arrangements were made for the children to get acquainted with their postmen, firemen, and policemen. The children talked to these people and looked at their stars or other insignia on their uniforms. They asked the postman how they could help him, and he told them how important it was to address letters carefully. They visited the post office, mailed letters, and saw how the mail was sorted and put into boxes or sent on its way out of the city. The children now know the names of some of these city employees and speak to them by name. They developed understanding and appreciation of how a well-organized city really served the people, including boys and girls in school.

#### ***A School and Its Neighborhood***

A midwestern city reported a gardening activity by the children of a certain school. A bakery was located next door to the school, and the baker was such a lover of flowers and birds that he kept a garden back of his bakery adjoining the school grounds. This garden was well kept and lovely. It attracted many kinds of birds. The children often stopped to listen to songs and calls of the birds and to be curious about unusual plants.

Later the baker died. The family moved away. Yard and garden were neglected, making an ugly spot in the neighborhood. So great was the change that the boys and girls and their teachers were concerned about the situation and wanted to do something. Arrangements were made for the school children to take charge of the garden.

The children ordered seed catalogs and bulletins and spent many hours reading them. They formed committees for planning and work. There was satisfaction as well as real learning in restoring



orderliness and life and beauty to a yard and garden which once had been a beauty spot. When beets and tomatoes and a few other vegetables were harvested and turned over to the home arts class in the sixth grade for canning for the school lunch, there was rejoicing in the school and satisfaction in the neighborhood.

The third year the property was sold and a building put up in its place. The children's interest in gardens continued, however, and some planned home gardens.

An article<sup>18</sup> on school improvement reports that getting a better school made a neighborhood a more desirable place to live.

In the yard, gullies where there should be grass, no shrubs, an unpainted ugly building . . . In school, a take-the-next-ten-pages curriculum . . . A community where fields could not be used because of gullies like those in the schoolground. . .

What kind of curriculum for such an environment?

There were opportunities for the children to cooperate in cleaning up and painting the schoolhouse and getting the seats loose, to learn to like and to have order, to grow into appreciation of clean and attractive surroundings, to make an old storage room into a cloak-room, another into an office. These and other experiences in working together became an important part of the curriculum when teacher and children tackled the problem.

In addition, opportunities arose for boys and girls and their parents to study the shortcomings of the community—its needs for more productive soil and more profitable crops. One result is that the schoolyard is beginning to be trim and attractive with grass, young trees, and shrubs. Another is that many of the homes in the community now have electricity.

These things have come about because the school children set to work on a curriculum to meet the needs of their neighborhood. Now the school and the community are better places for today's children to live and learn in. Best result of all is, as stated on page 33, boys and girls through real-life activity are doing something to make life better, richer, more interesting. They have had a taste of self-reliance.

#### ***Understanding the Value of Civic Improvements***

"Why don't we study about sewage?" suggested a sixth-grade boy in York, Pa., as the class made plans to start a new activity. "We've been wondering where waste and water finally go."

<sup>18</sup> Blough, Glenn. O. *The Picture in the Sand*. *National Education Association Journal*, 36: 644-645, December 1947.



The children could not imagine what could become of such a large volume of water and matter.<sup>10</sup> Together the boys and girls and their teacher talked over possibilities of such a study. When the questions, suggestions, and problems were all considered, the group was pretty well launched on a study of York's sewage system.

A trip to the York sewage plant was one of the first activities. On the way the teacher noted material and subjects for a dozen subsequent studies of interest to the children. A steel-girdered bridge over the four-lane traffic excited considerable interest. There was a building with the sign, "State Armory." They saw a sewing factory, a flour mill, full and important country barns, "fields turning green, trees burgeoning with buds, birds calling their first spring notes, farm vehicles of unfamiliar patterns, hills, windmills, signs." But such things were reserved for "future reference."

The children's first impression of the sewage plant was that of a rich man's estate: Beautiful lawns, shrubs, flower beds, trees. Everything showed the work of a skillful landscape gardener and soil conservationist. There was no odor, no garbage, no disorder.

Inside the plant, much was told the children—new facts, new ideas, new words. But they were a little disappointed. Not much of what was told them had meaning for them. The teacher saw the difficulty. They had not brought to their visit enough well-defined questions.

Yet the children were interested. Back at school they took a new start. Committees were formed. The boys and girls read books and other references. By the time a second trip to the plant could be planned, the group was better organized. Committees and individuals had become responsible for certain questions. After the second visit, they returned to school with the facts they needed to complete the study.

And what were the results? The children had made progress toward the civic understanding which they needed to be alert citizens of York. They had learned what a great amount of labor and knowledge and money was involved in making and keeping York a healthy place in which to live.

In more general terms of better social living, the boys and girls had become more sensitive to their environment. They had more knowledge of city sanitation, and were thus better equipped to

<sup>10</sup> *A Unit of Experience in a Sixth Grade: Sewage Disposal.* York, Pa., Department of Elementary Schools, 1946. 9 p. mimeo.



vote intelligently later. They drew conclusions about the worth of scientific sewage disposal in terms of what the people of York were paying—2½ cents of every tax dollar was spent on sewage.

Many more civic services than those reported in this section are performed by boys and girls. Children today are active citizens. They should have encouragement in their civic activities.

### ***In Home and Family Living***

Some schools enrich home life. Children's experiences are different because home and family situations vary in different communities, cultures, and income levels.

Curriculum activities in home and family living include experiences with young children; selecting, using, and taking care of clothes; housekeeping and homemaking; budgeting, earning, and using money. Problems selected are the kind that are interesting to children of the elementary school.

### ***Understanding Young Children***

Useful preparation for teaching and guiding the younger boys and girls is real experience with young children. Some schools sponsor this kind of learning.

In small communities, as in Centreville, Va., for example, children of 10 to 12 years may get experience helping teachers who work with kindergarten or first grade. Sometimes they help the teacher take the little ones on short trips. They help the younger children select and play phonograph recordings, select their lunch or make toys, play, take their rest, put on their wraps. They read stories to the younger children. They help them select picture books. This opportunity to work with the younger children helps some older children gain needed poise and security and the feeling that they have something of worth to contribute to the school.

Certain schools in addition to providing for appropriate experiences within the school sponsor work with young boys and girls as part of out-of-school learning for the older children. Teachers arrange for committees, groups, or entire classes to visit homes in the neighborhood where there are very young children. There they talk with the mother and observe her feed the baby or give it a bath. They compare their observations with those which they made in other places either as groups or individuals. Such experiences are easier for the school to sponsor in a neighborhood where homes are near the school.

Supervision of pupils' experience with young children is assigned to teachers in different teaching fields. In Philadelphia, classroom teachers undertake the job with the help of a specialist



in home economics education who serves as consultant. Similar plans are reported for a few other cities.

From Illinois comes a report that older girls in an elementary school as well as in a high school are getting experiences with young children through the cooperation of the home arts teacher and the teacher of young deaf children. Each older girl arrives in time to help the teacher get the younger pupils ready for work one morning a week. She observes the teacher's way with the children as she helps them with their wraps and in the lavatory. She serves the midmorning lunch and assists the teacher during playtime.

In one-teacher schools older pupils can have opportunities to aid and guide younger ones. The rural kindergarten discussed on page 9 is an example.

A certain Washington, D. C., classroom has an ungraded classroom for blind boys and girls of different ages and grades. In this classroom much is made of the children's opportunities to help those younger. As a result, the pupils improve in their social abilities as well as in their studies.

Bulletins and pamphlets are being published by education departments and other sources to help schools teach the pupils how to guide and care for young children. The State Department of Education of Alabama in *Education for Home and Family Living*,<sup>20</sup> for example, suggests experiences in "Family Living and Sharing in the Care of Children," which schools can provide for eighth grades. The boys and girls and their teachers are helped to make the most of their experiences with young children in their homes, school, and home neighborhoods.

So many children from 10 to 12 are undertaking the responsibility of baby sitting that some attention to the experience may well be given in school. The Indiana State Board of Health and the Indiana Department of Public Instruction have published a bulletin entitled, *Sitting Pretty: A Manual for Baby Sitters*,<sup>21</sup> which is in language simple enough for children of 10 to 12 years. It discusses ways of understanding and caring for young children, gives suggestions for telling stories, helping young children with crafts and games, guarding their health and safety.

A great deal might be said for the importance of such experiences with young children as those just described. In general, older boys and girls in this way are helped to develop leadership

<sup>20</sup> *Education for Home and Family Living*. Baton Rouge, Louisiana State Superintendent of Instruction, 1948. (Bulletin No. 651, 1948.) 181 p. mimeo.

<sup>21</sup> Conner, Ida; Dill, Gertrude; et al. Indianapolis, Ind. The Indiana State Board of Health and the Indiana Department of Public Instruction, 1950. 48 p.



qualities, poise, and security. The younger children are helped over hard places at times when the teacher is busy with other tasks. The school takes on more of the qualities of a good home.

### ***Selecting and Taking Care of Clothes***

The right kind of clothes makes a difference in a child's development. Every child wants to be dressed the way the other children are. For some families this desire may create a problem because they do not have enough income to permit the children to have all they want. Children are aided in making the adjustment required if they are helped in school to consider the clothes problem in the family budget.

Here are some things that schools have done in selecting clothes. A sixth-grade class sometimes went shopping, and those who could bought some things they needed. Careful preparation had been made before the trip so that those who did the buying and the others, too, had some standards of selection, such as fit, style, wearing qualities, cost. When children could not go on a shopping trip, arrangements were made for certain articles to be brought to the school. In this way the children had something concrete to which to apply their standards.

The care of clothes is important. A fourth- and fifth-grade group learned how to wash and press simple clothes. Some schools help the children to build kits for the repair and care of shoes. Children learn best ways of sewing buttons on or mending holes and tears. They arrange for hangers for their garments in school. They learn how to clean soiled places in garments. When pupils study textiles in school, they also learn some of the principles of good laundering, including the use of detergents, starch, and bluing. They learn the qualities of different kinds of materials and the care needed by each.<sup>22</sup>

One school learned through an inquiry that the children had a large part in selecting their shoes. Parents of course took the children along when shoes were bought. Some of the teachers arranged to help the pupils learn how shoes ought to fit.<sup>23</sup>

For everyday activities of this kind children need to refer to bulletins, catalogs, newspaper advertisements, and price lists. They gain facility in locating the information they need as well as in using it. They form the habit of giving attention to their clothes and of being as well dressed as possible at a cost they can

<sup>22</sup> See also: Olson, Clara M., and Fletcher, Norman D. *Learn and Live*. New York, Alfred P. Sloan Foundation, Inc., 1948. p. 49-61.

<sup>23</sup> See also: Mendenhall, James E., and Harap, Henry. *Consumer Education*. New York, D. Appleton-Century Co., 1942. p. 69-74.



afford. They develop poise and keenness in buying the kind of things that children need. They use what they learn in the place where they live.

### **Housekeeping and Homemaking**

Children from 10 to 12 years usually have some household chores to do. After the newness has worn off and the skills have been learned, children become tired of such tasks. They may have little part in planning, in selecting ornaments, and in decorating, yet these are some of the things that make housework interesting. When tasks are undertaken at school and children help plan, interest and meaning are added. Children use local materials in making things. They are helped to use with safety and efficiency the kinds of equipment in the neighborhood.



*Courtesy, Alarka School, Swain County, N. C.*

Giving an electric look to old oil lamps of a country community that has electricity for the first time.

Older pupils discuss income levels in the community and their relation to housing. They learn to plan improvement of housing at the level of income in which most of the children's homes are. Older pupils also consider the costs of housing and housekeeping facilities and of improved housing where they live.

In Alarka School, Swain County, N. C., a school-community project has aroused keen interest in the Home Makers Club, organized with the help of cooperative mothers. The club meets once a month. It is divided into two groups, one for needlework

and the other for stenciling, crocheting, or other decorating. The instruction which the girls receive is suitable for their own particular community. The things they make are useful in their own houses.

Almost everybody in Alarka community had a supply of oil lamps because electricity had only recently been introduced. Some of these were very attractive. The boys of the school converted the best looking ones into electric lamps. The converted lamps looked so pretty that many adults in the community became interested. At the present time, many oil lamps are being made into attractive electric fixtures at small cost. The carry-over of the school children's activities to the home brought beauty into the families, skill in electric wiring, care of electric appliances, and family cooperation in learning.

Stimulation and encouragement in Alarka School made the boys and girls eager to learn about the ways of living now open to them. Electricity brought radios, new kinds of ranges, electric irons and cooking utensils, washing machines, pumps, and bathrooms to many families who had never had these things. The pupils formed the habit of reading bulletins and magazines, consulting catalogs, comparing prices, and making plans for buying.

Providing for family recreation is a part of homemaking. The experience is good for boys and girls. In a country neighborhood in Iowa, parents, children, and teacher planned together for evenings of fun at home. The families trying the experiment arranged to have one evening each week for parents and children to enjoy things together. The children made note of the phonograph records the whole family enjoyed. In school the pupils learned games that family members might enjoy together. The children were helped to prepare simple refreshments such as popcorn and taffy. Remembering family birthdays and making suitable gifts were part of the fun families engaged in. The same school later made a survey of favorite family games and recreations.

Keeping the home a safe place to live and work is a part of homemaking which children find interesting and useful. Activities of this kind must be planned to meet specific needs. Children who live in city suburbs or in small towns have certain opportunities for developing safe ways of living. Those who live in apartments have different opportunities. Those who live on farms have opportunities indoors and out of doors.<sup>24</sup>

<sup>24</sup> Mackintosh, Helen K., and others. *A Curriculum Guide to Fire Safety for Elementary Schools*. Washington, U. S. Government Printing Office, 1946. Federal Security Agency (Office of Education, Bulletin 1946, No. 8.) 31 p.



The housekeeping and homemaking activities just described are different in different places. They contain varied opportunities for children to make their everyday tasks and experiences more meaningful. Boys and girls have discussions, share experiences, try new ideas. They read for new facts. They get information over the radio and try it for usefulness in their own homes. They read reviews of new books and look at advertising pictures.

#### ***Budgeting, Earning, and Using Money***

In the home come children's first economic experiences. From their father they may receive an allowance—money presumably to be spent as they wish. With their mother they go shopping. They see advertisements—show windows, tempting cartons, and comic pictures on cereal boxes, toy-sized automobiles. In the family with a monthly income, wage, or salary, children gain their first idea of money as a possible maker or breaker of harmony; of money as something to be shared, budgeted, and used for the good of the family group. Closely related to a child's home and local environment are the ways he learns to use his money.

In the rural home, especially in the home of the farm owner, there is not apt to be a monthly income. The family receives its income when crops or stock are sold. Money is earned through producing or through giving service. In the home the country child early learns what it is to produce a crop or animal for sale. He early begins, not to receive an income, but to earn one.

Ruth Wood Gavilan aptly compares the economic experiences of the child in the country with those of the child who lives in the city.<sup>25</sup> The country child, his income earned, spends it in a small town or through a mail order house. Opportunities to select are limited. Since he receives his money at irregular intervals, budgeting before spending is essential.

A fifth grade in a city school put into their study of their community and its services some experience in using its services. For example, when they studied the farmers' market, they visited the market and talked about costs and prices with farmers who brought produce to the market to be sold. They saw cabbage, beans, watermelons, and potatoes being unloaded from the trucks. The teacher later arranged with parents for some of the children to do a bit of shopping for the family. This required a second visit to the market, cooperative planning, practical arithmetic, and discussion of shopping etiquette. Family budgets were discussed.

<sup>25</sup> Gavilan, Ruth Wood. *Education for Economic Competence in Grades I to VII*. New York, Teachers College, Columbia University, 1942. p. 12-13.



*Courtesy, Ed Henton, U. S. D. A.*

The calf is a growing bank account for country children who need ways of earning money.

Selection of the things one buys<sup>26</sup> often depends on where one lives. In one school sixth-grade pupils planned wardrobes with especial attention to clothes which should be suitable for them to wear to school. The children learned the cost of articles by looking

<sup>26</sup> Mendenhall, James E., and Harap, Henry. *Consumer Education*. New York, D. Appleton-Century Co., 1943. p. 69-74.



at a mail-order catalog and talking with a storekeeper in the neighborhood. When the children added up the costs of the garments they wanted, some of them saw that their family budgets would not permit them to have what they wished. They revised their plans to include fewer and less expensive clothes.

Studying the values of different types of goods for the use one wants of them or for the money one has to pay is part of a wise use of money. A third grade in a California school fell into conversation about the price of oranges one day. They wondered whether it was best to buy the small, medium, or large size for juice. They bought six oranges of each size sold in the neighborhood store, squeezed out the juice and weighed it. They computed the price per ounce and then made comparisons. The medium size was best for the money, the children concluded.<sup>27</sup>

Through activities carried on in the stores and shops where they live, girls and boys learn most about selecting the purchases they need. They learn to budget the money they have to spend and to buy the things that will have best value for them. Through close cooperation with the home, they learn how families can plan together and that each must work for the best life of the entire family.

Ways of buying vary with communities. Children who live in certain types of country communities need help in learning to buy and sell in groups. Therefore some schools include in the curriculum a study of cooperatives. Through appropriate curriculum activities, boys and girls get the experience of working with their classmates and of cooperating with the community, as in the case of the children in a one-room school where it was arranged for the pupils to buy and sell pencils, papers, and paints cooperatively and for them to extend this service to parents who wished to get such supplies at the school.

In learning to plan with the family, country children need help in understanding about planning ahead and buying in large quantities when desirable. On the farm there are places to store surplus supplies so that the family may save the expense of frequent trips to town and also economize by means of quantity buying.

Some rural schools provide special guidance to children in learning how to build their income in ways adapted to their community. This helps the children to get a feeling of independence and self-reliance. In the country there are income-building opportunities in raising livestock or crops for sale. Pupils learn how

<sup>27</sup> Ibid., p. 75-76.

to provide for feed and other costs and sell their products at a profit. They often can have fair-sized incomes in such ways.

Building their own income through raising and selling products of the farm provides opportunities for children who live on farms to use the services of the economic system. For the management and investment of money, banks, United States Savings Bonds, and investment of proceeds in additional property or new crops or livestock are convenient. Guidance in the use of such services is good experience for children and young people.

When schools take into consideration the economic needs of boys and girls in the place where they live, as in the illustrations just given, many opportunities are available to help the children in different places get the type of experience they need for becoming more skillful in their use of the Nation's economic system. The more closely the curriculum can be related to the children's ways of living out of school as well as in school, the more effective will be the learning which they achieve.



## Leads in Curriculum Building

*There was a child went forth every day,  
And the first object that he look'd upon, that object  
he became,  
And that object became part of him for the day or a  
certain part of the day,  
Or for many years or stretching cycles of years.<sup>1</sup>*

HOW ARE CURRICULUMS built to fit children's ways of life in different places? Teacher and pupils work side by side. The teacher is the master builder. If her knowledge and training have prepared her as they should, she has three kinds of abilities. First, she can understand children. Second, she knows how to study and understand their environment. Third, she is familiar with many types of learning materials and knows how to select those which are of real use to the boys and girls.

The chief purpose of this chapter is to suggest leads that might give rise to desirable experiences for the children. Development of such experiences is for the most part left to the teacher.

### **Leads to Curriculum Are Found in Children's Personal Needs**

Children's personal needs are similar, but they are met in different ways. Modern curriculum experiences, functional or academic, take into account the physical and emotional differences of boys and girls along with the environment and its resources.

All children have certain physical and emotional requirements. They require freedom from sickness, wholesome growth, balanced functioning of the bodily organs. They must have emotional balance to keep them in good health. If the soil of a region is impoverished, the food plants it raises have less of the life-giving qualities needed for human development. If the drinking water has too little fluorine, the teeth of the children who drink it may be poor. If the water of a place lacks iodine, the people who live there may have an emotional imbalance to be compensated for.

<sup>1</sup> Whitman, Walt. *Leaves of Grass*. Philadelphia, David McKay, 1900.



Every child wants recognition as a person. Inside himself he wishes to have what he does approved by the other children. He must feel that his playmates like him. He should understand that he is valued by his parents and by his brothers and sisters. More than that, he should be able to feel that his family has recognition in the neighborhood or community. Knowing that the culture into which he and his family were born is valuable in the world's group of cultures helps give him confidence. Isolation, wealth or poverty, home ownership, occupation, education, race, region, nationality, are all factors in his social and cultural status, and should be compensated for or recognized.

Every child should have a feeling of security. Feeling that he belongs to his group and will be loved no matter what happens helps him feel secure. There should be someone with whom he can discuss his problems. In solving them he should have the kind of guidance that takes into consideration the community and home as well as the child himself.

But although all boys and girls have such common requirements for well-balanced personalities, the requirements must be met in different ways. How can each child's learning experiences be so selected and organized that through them these personal requirements are met in the place where he lives? Suitable relationships among pupils, teachers, and parents in whatever experiences are selected are sometimes the answer. But there are personal requirements which can be handled by wise selection of activities in the curriculum.

Isabel is unhappy and sensitive because her family is one of the Spanish-speaking families in the community with many of the home ways of the Spanish-American culture. Isabel feels that she is rejected and her family rejected by the other children because their ways are "different." It is the problem of the school to help Isabel appreciate her parents' culture in order that she may not have her security in her home threatened. At the same time she needs to learn American ways in order that she may be accepted by the other children. In the curriculum activities connected with home improvement Isabel may find help in her difficulties.

In a junior high school where many of the children are of Italian parents, Italian children were given status through their contributions of Italian recipes and food to the school lunch. In the California school referred to on page 51 the contributions of the Mexican families' ancestors to California history was the appreciation point.



In helping children find solutions to their problems with respect to social recognition, a school in St. Petersburg, Fla., the past year provided practical instruction in good manners. In the primary and intermediate grades rules of etiquette were worked out by committees of teachers and children for the situations which were characteristic of the school and community. The rules were grouped into a series of 10 "lessons." Every 2 weeks one of the lessons was dramatized as part of a program for general assembly. The series included:

Manners in the homes

Table manners

Correct ways of receiving guests  
in school and home

Good manners every day

Manners in public

Each lesson was mimeographed. The children were encouraged to take it home. Parents thus had opportunity to add emphasis or help the children to gain experience in good manners at home. Results were gratifying. Children had fun in learning and practicing everyday courtesies.

Sometimes it is hard to know what the individual problems of children are in the home and communities where they live. But until a teacher does know this, she cannot provide each child with the curriculum activities which help him. Often cooperative study helps.

The staff of the Moore Avenue Elementary School, Chatham County, Ga., for example, became especially concerned last year about their need for a wider understanding of the way their children develop. The staff, parents, and supervisors organized study groups for a 3-year study of the children in their charge.

The problem chosen for study was: Is there wide enough range of choices of experiences here to meet the learning requirements of every child? Their goals were: (1) A growing understanding of the child as an individual, his interest, needs, desires, physical growth, mental ability, and emotional status; (2) cooperation of parents, teachers, and children in the school program—a friendly school; and (3) an environment in which children may grow and develop and are encouraged in the amount and nature of their progress.

### ***Guideposts Are Found in Community Life***

In the community outside the school as well as in the classroom the teacher will find leads for children's curriculum activities. There are resources and problems in the community's culture and environment. Parents can make contributions to the children's



experiences. Art, handicrafts, industries, public services, stores, and other resources of the people can be drawn into the curriculum. In the words of a recent article<sup>2</sup> on the subject:

"The purpose of regional emphasis in education is not to erect regional barriers of any kind. The purpose is to deepen the children's understanding about the things close at hand."

Corresponding matters for the Nation or the world at large will result in the same order of learning when the situation demands them.

#### ***Resources and Problems in the Environment***

Leads to real-life activities are often found in the culture, the mingling of cultures, and in the nature of the economic resources of the environment. A teacher must know her community in order to be aware of many forces that are helping to shape the lives of her children. Following are examples of studies that have a bearing on curriculum activities:

*The basic culture.*—Teachers study the community and its cultural background and ways of living before they begin working with the children to find practical bases for curriculum activities.

Lorene K. Fox, for example, studied the early settlement and later growth of a New York State community. In her report, she introduced the community as:

"A people as diverse as their histories . . . and as homogeneous as the experiences, problems and outlooks which have tended to hold them together."<sup>3</sup>

Dr. Fox describes beginnings of the community, the satisfaction with which the people got their titles to their land, their pride in farm ownership, the way the early schools met the children's needs for education in their day, the present need for a functional curriculum in elementary and high schools of the county.

"The ways of making a livelihood should provide the structural base for much of the school curriculum. Agricultural occupations, and the ways in which they are related to wider forces and events, tend still to set the conditions and possibilities for rural patterns of living in this area."

Dr. Fox suggests the development of curriculum activities to meet the needs of boys and girls in Chautauqua County. She describes the kind of program in which such activities will be developed.

<sup>2</sup> Hunkins, R. V. The Need for Regional Instruction Materials, *Elementary School Journal*, 43: 398-403, March 1943.

<sup>3</sup> Fox, Lorene K. *The Rural Community and Its School*. Morningside Heights, N. Y. Kings Crown Press, 1948. 233 p.



In other instances, curriculum specialists write about the people of the Southwest—Arizona, western Colorado, Utah, and New Mexico. They look first at the local communities, their natural resources, their history, the national and cultural background of the people. Julia Tappan and Ann Raymond write:

The Southwest is a land where the delicate balance of water, soil, vegetation, and climate require understanding; a land where teamwork is necessary for survival, for no individual can control or develop his own resources alone; a land where severe pressure has been and is being placed on its resources—increasing population, lack of outside labor markets, depletion of natural resources.

All children of this land, in city or country, are aware of their surroundings. Towering peaks are not far from the cities; bridges cross great sandy river beds which ever so often become boiling, muddy rivers; irrigation ditches are familiar to all; torrential downpours are rare but too fierce to ignore.

The struggle for survival, the dependence on sun and rain, cold and heat, good grass or no grass, and water, is not far from the consciousness of everyone. Conservation of human life, conservation of our resources for livelihood is a natural part of education.\*

And so when country children (and certain city groups as well) in the region referred to study ways of making their communities better places to live in, it is with the problems of living in such an environment that the work of improvement has to begin.

*The mingling of cultures.*—In a California community a public school was recently faced with a problem of absorbing for the first time some 50 to 60 children of Spanish language and culture from a school that had previously been segregated. Here the teachers had a twofold problem. First, each teacher tried to have every newcomer feel that he had something of value to give to the school. Second, she helped the English-speaking children to appreciate the contribution made by the Spanish-speaking boy or girl.

One of the things which helped to unify the two groups was a study of the way California grew up. It was planned to begin with the home-community. The original El Camino Real Trail was the site of the village. This concrete connection with the early history of California provided the opportunity which the incoming pupils needed for making a unique contribution. The children all sensed the important relationship of these Spanish-speaking boys and girls to their ancestors in early California and Mexico. A cooperative study was carried on with enthusiasm for

\*Tappan, Julia B., and Raymond, Anne. Young Southwestern Conservationists. In *Conservation Education in Rural Schools*. Yearbook 1942, The Department of Rural Education, National Education Association of the United States. Washington, D. C. The Association, 1942. p. 54.



several weeks. A Fiesta Day gave the children opportunity to select their most important experiences for the Fiesta Day program.

In Albuquerque, N. M., many children in the schools are from Mexican and Indian homes. Indian, Mexican, and Spanish cultures are woven into the basic American ways of this region and contribute to the curriculum. One summer during a workshop, the teachers made a survey of the curriculum resources of the community. They visited homes, business firms, places of interest, museums, libraries, and police headquarters to discover what the children might learn from them. In the Indian homes the teachers visited, they discovered attractive handicrafts which would have value in helping the children extend their knowledge and appreciation of this type of art. In the Mexican homes people had objects of art and handiwork which they had brought with them from Mexico. The teachers studied the Indian and Mexican cultures. They observed transitions being made between native cultures and American ways of living. They made plans to help the children organize excursions, study handicrafts, and get acquainted with people.

When school began, almost every teacher was ready to make use of the three or four cultures in developing a curriculum of value to the boys and girls of all three cultural groups. Spanish-American and Indian mothers were invited into the classrooms to demonstrate their arts and crafts. Through them children learned to use native clay for pottery. They experimented with dyes made from roots and plants. In one fourth grade, the boys and girls were taught Indian dances by an Indian woman from a nearby town.

Food and nutrition had a share of the children's and teachers' attention. Spanish-American mothers now and then came to school to prepare a Spanish meal for pupils who were studying nutrition. As these mothers contributed to the children's study, they themselves learned more about ways in which the English-speaking families balanced their meals and provided for good nutrition.

All Spanish-speaking children are helped to have experiences which aid in the development of vocabulary in English. These include dramatic play, the use of toys, visits to fire stations, stores, zoo, and other places of interest and usefulness.

In the fifth and sixth grades conversational Spanish is being taught to the English-speaking children. One of the sixth grades in the city invited local merchants, bankers, traffic officers, and other interested citizens to come to school and explain their work.



In turn these people invited the children to their places of business as a follow-up experience.

The foregoing examples of mingled cultures are from New Mexico where Spanish, English, and Indian groups live close together. In other places different cultures exist. Minnesota and other North Central States have their Swedish and Swedish-American cultures. Boston, New York City, and other eastern cities have British groups and South European cultures, resources, and background. In the absence of materials from the latter groups, the Southwest cultures are presented merely as illustrations of the needs for appropriate curriculum experiences in places where cultures are intermingled.

*Differences in economic resources.*—A group of educators in Kentucky held a conference on economic and human resources of the State. In the report<sup>5</sup> of the conference are questions which teachers can well use as leads to a real-life curriculum in Kentucky, or in any other State if they are adapted to the abilities and interests of the children and the problems of the community. Teachers often use such questions for suggestions, then make plans to meet their own situations. Below are suggested adaptations of the section referred to:

1. How was our community settled?
2. How did our family happen to be here?
3. How do all of us in our community make a living?
  - a. What kind of jobs are here?
  - b. What is the average income of the families?
  - c. Are there enough jobs for all the people who need them?
  - d. What do all of us spend our money for?
4. How healthy are we?
  - a. How much time do all the children lose by sickness?
  - b. How long are the lives of the people in this community, and how do they compare with the length of life in other communities?
  - c. What do people do to keep well?
    - (1) What kind of food do they have, and what might they have?
    - (2) What provisions are made for care of people who are sick?
    - (3) Do the children in school have enough rest and sleep?
    - (4) Are our town and school clean and attractive?
5. What about our schools?
  - a. How are they paid for?
  - b. Do all children go to school all the time?
  - c. Do the things we learn at school help us to have better ways of living?

<sup>5</sup> *Kentucky's Resources: Their Development and Use.* Bulletin of the Bureau of School Service, College of Education, University of Kentucky, 18: 318-337, December 1945.

6. What kind of resources has our community to provide jobs for people?
  - a. What about our materials?
  - b. What about our farm lands? And their fertility?
  - c. What is the condition of the forests in or near our community?
7. What kind of community do we want in the future?
  - a. Do we want better schools?
  - b. Better health?
  - c. Do we want jobs for all our young people? Is it possible for our community to provide jobs for all its young people, or must they move to other communities?

### ***The Part of Parents***

From the children's mothers and fathers, teachers gain information to help in the development of a curriculum that is suited to the community.

"I simply cannot get Johnny to eat carrots," his mother says in a study group.

"My children won't eat spinach," says another mother.

If the children seem to need a better diet, the teacher may be able to arrange for the children who don't like certain vegetables to help prepare some for lunch. Children often are willing to eat what they have a hand in cooking.

"Carrots are not so bad after all," they think.

From small beginnings come contributions which in turn may be leads to further activity of value to the children. In the De Luz School, San Diego County, Calif., for example, the first parent-teacher conferences were get-acquainted affairs. Later there were conferences which enabled teachers and parents to work together in planning and developing curriculum activities. First steps in this cooperation were simple. Once, for example, teachers met with committees of parents to plan for a Christmas party. A similar conference was used to plan the closing day picnic.

Later, parents took part in school excursions. They helped the teacher and children to plan them. They went along on trips, visiting the local newspaper office, fruit-preserving plants, the Old Mission San Luis Rey. Parents gave information and suggestions that helped the children to see more interesting problems and undertake more useful activities.

In this community, one of the parents had made a study of California wild flowers. She had a fine collection of pressed and mounted wild flowers. Soon the school learned that she knew just the things they wanted to learn on their hikes to study flowers. They invited her to join them. They learned to identify wild flowers in that vicinity and to recognize and understand certain



frequently used botanical terms. She helped them to get stories on the early use of plants by the Indians and the Spanish in California.

Another parent raised varieties of camellias and local shrubs. He helped the children and adults of the community to know the varieties, to study the soil, to start seedlings, to graft new plants on the roots of old. Such experiences increased the children's knowledge of plant growing and gave them a happy social contact. A local newspaper helped unify the activities of school and community by publishing articles about the children's experiences.

In the Lakeview School, St. Petersburg, Fla., mothers of pre-school children met with the primary teachers to help them understand more about the children who would attend the school in September. The teachers wanted to become acquainted with the parents, learn the names of the children, and find out what they could about things the children might already know regarding their community; or be able to do or be interested in because of their home and community background. Mothers in the Parent-Teacher Association helped in the undertaking by visiting the parents of children who would attend school in the fall and by inviting them to the conference. Incidentally, the conference was helpful to parents as well as teachers as it gave them opportunity to know the many staff people of that community, including the county health physician, school nurse, child psychologist, speech consultant, and teachers of kindergarten and first grade and to make use of their services.

In the modern family and in the school with a real-life curriculum, homework is not what the comics writers make it with parents vying with one another over the grades their boys and girls receive. Instead it is a link between school and home by means of which parents and teachers together plan ways of enriching, not merely the child's 6 hours in school and on school days, but all of his time.

Schools encourage a new kind of homework today. Parents and children talk over the new ideas they get in school and on the job. Parents help children with the things the school cannot do so well for them. Children try out at home ideas they learn in school. Homework is related to the problems of the children in the place where they live. Excerpts from an article in *Educational Leadership*<sup>2</sup> illustrate the points as follows:

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<sup>2</sup> Everett, Marcia A. What About Homework? *Educational Leadership*, 7: 231-234, February 1950.

The children talk over with their parents the new ideas they have learned at school. "Dad, I think we're plowing our fields the wrong way. Why don't we call up the farm agent? He was at school today and he's better than you think." So on Saturday or Sunday father and son may walk over their land together, discussing the problem of erosion, and on Monday the boy goes back to school eager for information.

Children of all ages go to their parents and other members of the family for help in locating innumerable types of materials and for finding various kinds of information. They borrow uncle's microscope and father's crosscut saw (the older boys are making a house for the first grade) or grandmother's mother's candle mold or mother's latest magazine to get a picture of a baby eating cereal or drinking orange juice. . . .

A younger child explains to her father that they need a cupboard for the school room, and sometimes he makes one for her to take to school. This may seem like homework for father, but getting a cupboard made is her homework too. She must be able to explain the size and kind of cupboard needed. If father is wise he asks her to bring him the tools and she learns their names and uses. Or father, if he is still wiser and very patient, will help her to make the cupboard herself.



*Courtesy, Third grade, Santos School, San Diego County, Calif.*

Our climate permits us to have pets in school.

Parents have the largest stake in the Nation's schools. To the schools they have entrusted the future of their boys and girls. Ask them what they want for their children. They have no glib answers, but they can see the children's progress in home and community. They can give leads to the kind of program that will help their children get more out of life.



***Climate Makes a Difference***

For an illustration of effects of climate on curriculum, look at the region of southern California. It is warm most of the year. In the schoolhouse flowers in the windows do not freeze. Pets can be kept in classrooms. Gardens grow during school months, not in spring and summer only, as in more northern regions.

One October the third grade in a school of this region arranged for a garden plot, which they thought they could use to raise vegetables for the school cafeteria. With the garden as one of their curriculum projects, the boys and girls found they had the problems of irrigating, contour plowing, and fertilizing the soil. High-school seniors were consulted for advice. The children studied ways and costs of irrigating their particular kind of land. They learned about the kind of contour plowing that was best for the slope on which their garden plot lay. They tested soil by scientific methods and decided what kind of fertilizer was needed. An eighth-grade boy and his father plowed the land with a tractor and spread the fertilizer. Several mothers contributed seed. Radishes, chard, kale, onions, turnips, carrots, beets, and lettuce were cultivated.

Along with learning about their garden, eight of the children wanted to learn more about poultry-raising. These boys and girls, also in October, set three duck eggs under a hen, and, a week later, three hen eggs. Only one of the duck eggs hatched. Donald was the name the children chose for their fluffy new pet. Donald became the inspiration for experimentation with diets, not only for ducks, but for children.

The boys and girls considered the value of cleanliness and sanitary conditions in raising poultry. They discussed the hatching of eggs; how to feed baby chicks, older chicks, and young fryers; the importance to poultry of fresh clean water. They learned the value of eggs as food for boys and girls.

All year the garden and poultry were studied and cared for. Records of expenses and returns were kept. Letters were written, reports prepared. Neighbors were consulted. In March, a dinner was prepared for the entire school. The main foods were fried chicken and a mixed green salad from the garden. A short program consisted of stories about the project and brief accounts of things accomplished.

The foregoing activity, centered on gardening, is only one example of an experience in which climate makes a difference. Climate often makes a difference in part of the children's recreation, in their experiences in selecting and buying clothes, in the



industries carried on in their home community, in their camping and outdoor experiences, in their conservation activities. In these fields the teacher looks for leads to help the children select the activities that will mean most to them.

### **Arts and Handicrafts of Communities**

Some schools are recognizing the value of art and handicrafts in child and community-centered curriculums. To help children realize the most from these activities, teachers first learn what type of art or handicraft may be a part of the cultural background of the people. Teachers in rural regions will find the bulletin, *Rural Handicrafts in the United States*,<sup>1</sup> to be a rich source of ideas. City schools often draw on the cultural background of the neighborhoods from which the pupils come and use local museums and galleries to extend their pupils' appreciation and knowledge of art productions.

A Chicago school in a certain neighborhood of Mexican-American families, for example, capitalized on the children's artistic abilities, and on the handwork and other relics and articles in the homes. As a result, the children did more attractive painting and hand work. They gained poise because they felt their own and their parents' abilities were appreciated.

Other schools use local materials. A third grade in a country school in North Carolina, for example, collected large pine cones and made decorative turkeys with sticks for legs, necks, and heads, and brown paper spread to look like feathers. The children took them home and they were used for table decorations at Thanksgiving.

A pupil in another school in the same vicinity used clay found near her home in modeling figures and objects which she saw around her or heard or read about. Through use of this local material for expressing a personal interest, this student developed artistic skill. She later did some outstanding work with clay.

The Gulfport Elementary School, St. Petersburg, Fla., at its summer day camp made use of the resources of the environment in art experiences. For example:

Seeds were used in making lapel pins.

Pine needles were used in making pin trays and baskets.

Shells were useful in making jewelry, animals, handkerchief holders, and shade pulls.

<sup>1</sup> Eaton, Allen, and Crile, Lucinda. *Rural Handicrafts in the United States*. Washington, U. S. Government Printing Office, 1946. (U. S. Department of Agriculture, Miscellaneous Publication No. 610.). 40 p.



Seaweeds were dyed and used in making shell pictures.

Pine cones were made into home decorations.

In North Carolina, woolen and cotton industries encourage people who are interested in handweaving. They prepare hand-dyed wool and cotton yarns which individual weavers can buy. From them handbags, cushion tops, wall hangings, draperies, and coverlets are made at home. Adults, young people, and children enjoy working with designs or copying antique designs for baby blankets, couch spreads, neckties, and the like.

The handicrafts of the Southern Highlands, which, ~~as~~ Allen Eaton puts it, comprise that "vast and for so long isolated region of the Appalachian Mountains which begins with the Virginias and extends into Northern Georgia and Alabama," have promise for schools.<sup>6</sup>



Courtesy, Helen Chynoweth, Doylestown, Pa.

We live near Pennsylvania Dutch. This is a sample of our handcraft.

A simple plea which Eaton makes reveals sufficient reason for handicrafts in the schools of these people, or in the schools of any other people with similar resources. He says:

He who does creative work, whether he dwell in a palace or in a hut, has in his house a window through which he may look out upon some of life's finest scenes. If his work be a handcraft he will be especially

<sup>6</sup> Eaton, Allen H. *Handicrafts of the Southern Highlands*. New York, Russell Sage Foundation, 1937. p. 29.

happy, for it will help him not only to perceive much of the beauty of the world about him but, what is man's greatest privilege, to identify himself with it. If it enables him to earn his daily bread then he should rejoice, for blessed is the man who has found his work; but if, as will be the case of many in our day, his handicraft is not a way of making a living, but through self-expression a help toward a fuller life, he too will rejoice, for he has all the privileges of his fellow-craftsmen without the need of fitting his product into the market.

Nor is Southern Highlands region the only place with the natural and human resources for a program of handicrafts. Many places have local and national groups with a background of handicraft skill on which the school might well capitalize.<sup>9</sup> In New York are Italian, Swedish, Polish, and Chinese neighborhoods. In Chicago are Italian, Mexican, and other groups. In San Francisco are Chinese, Japanese, and Mexicans. In San Antonio are Mexican and other Spanish-speaking peoples. In southern Colorado are Spanish-speaking and Indian people with skill in weaving and dyeing wool. In New England, the West, the Southwest, and other regions, Indians have interesting handicrafts.

One way to get the most out of artistic effort is to deal practically with the art of everyday life. Art is meaningful when related to the place where the children live. Thus, boys and girls can use their artistic efforts to express their feelings about something that really affects them and to improve life around them. They can have more beautiful rooms, homes, and yards; more attractive architecture in the houses of the community; beauty in the things they buy—such as garments, utensils, and furnishings. In art activities, regions as well as ancestry and culture help determine the effect of art on everyday living.

#### **Local Industries**

Curriculums are often different because of local industries. Sometimes the difference arises from ways of living that are characteristic of low-income families forced to live in the neighborhood of factories or mines. Some of the basic considerations for teachers in understanding different economic groups are brought out in publications of the National Council for the Social Studies.<sup>10</sup> Schools are trying to help children understand prob-

<sup>9</sup> See *Art Bibliography* (Ed. Arthur R. Young). New York, Teachers College, Columbia University, 1947. 92 p.

*Magazine of Art*, 22 East 60th Street, New York, N. Y. See especially the issue entitled *Guide to Art Films*.

<sup>10</sup> Examples are: Cummings, Howard H. (ed.). *Improving Human Relations*. National Council for the Social Studies Bulletin No. 25, 1949 and Taba, Hilda and Van Til, William. *Democratic Human Relations*. Sixteenth Yearbook of the National Council for the Social Studies, 1945. Both are published by the National Council for the Social Studies, Washington, D. C.



lems which arise and to work out what simple home and community improvements they can.

Understanding and fundamental improvement are often achieved by high schools, as described in the publications referred to. Elementary schools attack their problems objectively and simply, yet as directly as high schools, and as much in keeping with the needs of the boys and girls and the neighborhood in which they live.

In one of the elementary schools of Cambridge, Ohio, for example, classes of boys and girls studied the industries in which their fathers or mothers were employed, some of which were located in the neighborhood of the school. When a bond issue for new school buildings was to be voted on recently, boys and girls in a junior high school made lists of voters in the district and planned ways of helping parents be free to go to the polls, sometimes baby sitting, sometimes helping with house chores. The children in this way learned techniques of community work. They became acquainted with people. They learned first-hand about one of the ways in which their community brought about improvement.

A more formal study which drew on local industries and was influenced by them was a study of tools and machines of Rockford, Ill. Rockford is one of our industrial cities, and many of the children's parents are employed by its factories. It was natural for the children first to make a study of their fathers' and mothers' jobs. They visited those factories where children were allowed, observed the tools and machines with which their fathers and mothers worked, and looked at the tools which were made. Since not all of the children visited the same factory, groups of children worked out ways of letting other groups know what had been learned. Posters, sketches, stories, and snapshots were used to tell the stories to other groups in this school.

Questions arose about the way people ever got along without the things made. The children turned to books to get information about the effect of the industrial revolution on American ways of life. They asked their parents to tell them how things had changed within their lifetime. To these children the study was valuable because it reached into their lives. It took advantage of things going on in the community to help them learn. It gave their parents opportunity to help.

A school in a New Jersey dairy region near New York City made a study of dairying in the community and in other communi-

ties in the region. Here are two of the conclusions that the children reached:

Dairying is desirable in Valley View both from the standpoint of returns and conservation. . . .

There is something wrong with the method of distribution when many people in the city cannot have milk to drink because they can't buy it, and farmers have a surplus and can't sell it.<sup>11</sup>

Such projects and activities as those just described bring school and community closer together. Boys and girls increase their ability to think critically about life around them. Facts from books, bulletins, radio, specialists, workmen, and farmers must be gathered, discussed, organized, and reported in terms of what the information means to the community or the region.

### ***Learning Materials Are Being Made More Suitable***

For curriculums adapted to local needs and resources, children



*Courtesy, Oakland Public Schools, Oakland, Calif.*

We'll have much to talk and study about when we go back to the city from this trip to a California ranch.

should have more information and guidance than they can get by asking people in the community and by using the books and other

<sup>11</sup> Weber, Julia. *My Country School Diary*. New York, Harper and Bros., 1946. p. 141.



materials available in school. Textbooks usually are too general to help boys and girls improve living or even understand living problems in any particular region. Teachers and pupils may find that the books and pamphlets they need have not been written. Far more books are needed about particular regions, such as songbooks with the songs of regions in them, books about the art and handicrafts of regions, history with details that bring to life the growth and background of regions and communities.

Progress is being made toward something better. Teachers, pupils, State departments of education, universities, and boards of education are contributing their best in the production of more effective materials.

#### **Local Teachers As Authors**

Sometimes teachers write books that help children understand their home communities and find ways in which they can be of service. In Grand Rapids, Mich., the teachers felt that too little information on the children's reading level had been published about the State of Michigan. They had a meeting and appointed a committee of 10 to write a book about Michigan—about its people, its industries, and its history. The result was a book at fourth-grade reading level entitled, *Michigan My Michigan*.<sup>12</sup> The book is illustrated by large freehand sketches of interesting Michigan scenes made by the boys and girls.

#### **Communities Supply Things To Learn From**

The pioneer is an intriguing character to most children. Of all our American pioneers none are more colorful than those of the Pacific Northwest. Ordinary textbooks, which have omitted details, fail to satisfy children's curiosity.

"Original journals and reports have the stuff children want to know," said one teacher, "but the words are too hard for the children to read."

Then came the idea of using journals of local history for the facts and at the same time writing the story in children's language. That is how "To North Pacific Shores" happened to be written. Many children of the Northwest in grades 4 to 6 enjoy this book.<sup>13</sup>

A collection of short stories of the Northwest entitled *Looking Northwest*<sup>14</sup> for children who live there is useful. It was compiled

<sup>12</sup> *Michigan My Michigan*. Grand Rapids, Mich., Board of Education. 1949.

<sup>13</sup> Tucker, Edith Alberta. *To North Pacific Shores*. Seattle, Wash., Frank McCaffrey, Publishers, 1938. 202 p.

<sup>14</sup> Cass, Frank Hadley. *Looking Northwest*. Portland, Oreg., Binfords and Mort, Publishers. 1938. 201 p.



by a teacher with the high-school children of Seattle and the Northwest in mind. The collection is selective. Each story has certain literary qualities. Many interests and many writers are included. Although the collection is not complete, the book introduces children to a rich heritage of knowledge. It was authorized by Seattle's Board of Education.

#### ***The Writing of Pupils***

In the town of North Salem, N. Y., the boys and girls found in their school books too little about their town to satisfy their interest. They interviewed older residents and asked them questions. Still they did not have enough facts.

"North Salem had an important part in the early history of our country," said one of the teachers. "The trouble is, the information is available chiefly in libraries, some of them as far away as New York City."

"You children ought to write your own history," another teacher told her class.

"You mean a history book? You mean boys and girls like us write a book?" the children asked, incredulous.

"Of course," was the answer.

Eventually the seventh-grade boys and girls of North Salem did write a book. For their facts the teacher borrowed source materials from a New York City library. Not all the children were able to read them with a great deal of understanding, but some of the children could, especially with the teacher's help in interpreting. With the teacher's help the boys and girls planned the book, divided into committees to do the writing, selected illustrations. The book is entitled *When Our Town Was Young*. The Board of Education had the book printed and now has it for sale.

#### ***State Education Departments Improve Materials***

The New York State Education Department carried on an experiment with phonograph recordings for New York State rural children. Since in New York State there were many fields of interest in the lives of country children that were not touched upon by commercial phonograph recordings, the experiment was organized to produce experimental recordings in music, drama, New York State folklore, and stories and information of special interest to country boys and girls of New York State.

Choral speaking, poetry written by children, and the reading of selected poetry were subjects of some of the records made for trial. Two recordings contained actual bird calls and songs. Several were dramatizations of New York State conservation



problems with which children have experience. There are science records based on New York State weather lore. Six recordings were dramatizations of activities engaged in by country children in regions outside of New York State.

The records represent an effort of a State education department to experiment with the kind of phonograph recordings which are useful in helping boys and girls of the State to understand and enrich their environments. Experimentation of this type could well be expanded to include recordings in other subjects and projects. It could well be developed for different States and regions.

Staff members of the Utah State Department of Public Instruction found a way to organize and utilize the writing of children to meet the need for vivid materials about the development of Utah. The fourth, fifth, sixth, and seventh grades from all schools of the State were invited to send to the department the stories which they had written about Utah's development. The response was excellent, and every mail that spring brought to the department children's drawings, stories, and articles about Utah—the beginnings of the land before recorded history, as well as the beginnings, development, and needs of the present communities. There was enough writing, not for one book as originally conceived, but for three. The first is *Utah's Land and Early People*. The second, *Utah's Community Beginnings*. The third, *Meeting Community Needs in Utah*.

Descriptions and examples from the first book give an idea of the imaginativeness, the richness, and the detail of the children's writing. For example, the book tells in different ways about a "wonderful lake" which 30 million years ago, covered the Uintah Basin, extending into Idaho and Nevada. The climate was warm, as shown by fossils of large trees in the old lake bed. One child imagined himself to be an old juniper writing the story of the changing land during the time of the ancient tree's own life. Another pretended to be the Uintah Basin itself, older than the tree, older far than any living thing today.

#### **When Boards of Education Take a Hand**

Nobody appreciates a place as much as the people who live there—as the older people who have seen changes and have had a part in making changes; as the children who have wandered to nooks and crannies that older people know nothing about, and to streams and harbors and markets. For books that really talk to children about the home town, be it spreading city of the first class or mountain hamlet, some boards of education have decided to have

a number of home-town books written by the people who know. Inviting to school children in Seattle is the first paragraph of one such book:

Seattle's history is a story as full of drama and action as anything you ever saw upon a motion picture screen; a story of amusing accomplishments, terrorism, strange happenings, amusing incidents, sacrifice and love for fellowmen.<sup>15</sup>

The entire book has a style and format designed to be pleasing to children. The subject matter is the kind that should help boys and girls answer some of their questions following or preceding local excursions.

In Seattle, also, a book has been prepared to arouse children's curiosity about their city and to get them to start activities to improve their city or learn more about where they live. The title of the book is *Seattle Children Go Exploring*.<sup>16</sup> After 10 years of experimenting and reviewing the manuscript the Board of Education has printed the book.

The Board of Education of Atlanta, Ga., was responsible for a book that is especially useful to the children of Atlanta. Its title is *Building Atlanta's Future*.<sup>17</sup> This book contains interesting information about Atlanta. It gives children suggestions for using other sources of information, such as newspapers, current reports of local agencies, radio programs, community leaders, neighbors. Its chief purpose is to help children understand and help to solve Atlanta's problems, some of which the city has because it is a city, others because it is Atlanta.

<sup>15</sup> Sayre, J. Willis. *This City of Ours*. Seattle, Wash. Board of Directors, Seattle School District No. 1, 1936. p. 1.

<sup>16</sup> Tucker, Edith A. and Keaton, Delpha B., *Seattle Children Go Exploring*. Seattle, Wash., Seattle Public Schools, 1948. 151 p.

<sup>17</sup> Gray, John E., Jr.; Demerath, Nicholas J.; and Breland, Woodrow W. *Building Atlanta's Future*. Chapel Hill, N. C. University of North Carolina Press, 1948. 305 p.



## A Forward Look

*Many of today's schools have educational programs which are making important contributions to the total development of children and youth. Others have distinctive and promising single features. But mingled with these are content and procedures established to meet the needs of other times. Current practices indicate widely varied solutions to every major curriculum issue. If the school is to make a maximum contribution as a positive social force there must be careful reconsideration of point of view and practice.<sup>1</sup>*

SOME SCHOOLS follow formal units and courses of study. How can they introduce learning experiences appropriate for the changing problems of children in different communities? For the individual teacher, the first step may be to consider in what respects the children's lives in school and community should be more closely integrated. Next she may wish to decide what kind of changes in the present program will get the desired result.

A school staff may wish to discuss progress that the school has made, even with a formal course of study, toward a program related to problems of living in the community. After that, staff members should agree on ways in which the boys and girls can have additional experiences more closely related to their lives.

Forward-looking movements need not be spectacular. Signs of malnutrition in the Smith children may be one starting point. Erosion on the schoolground may be one. Another may be Oliver's report on a new scientific discovery to be talked over and understood.

In one community the local paper carried an article discussing the importance of building a community hospital and urging people to vote in the election that was soon to be held. In a sixth grade a boy said he knew people who thought the town could get

<sup>1</sup> Stratemeyer, Florence B., et al. *Developing a Curriculum for Modern Living*. New York, Bureau of Publications, Teachers College, Columbia University, 1948. p. 3-4.

along without a hospital. The teacher suggested that the children find out how many hospitals the community had and the number of people that each must serve. Thus the curriculum gradually began to be related to the environment. This was a small beginning. It was a project undertaken by one school. But small as the beginning was, it grew into a study that brought the lesson of community health closer to the children than if the teacher had taught only from the textbook on health.

Take another example. In a city where sesquicentennial festivities were being planned, a fifth-grade class undertook to write the history of the city as told by the monuments erected there. It was only one of the activities which the class undertook for the year. They wrote and mimeographed their findings. The next year the following class used the study to help them take part in the improvement of a city park near the school. The boys and girls could see that history was all around them. They began to relate their home history to that of their Nation and the latter became more real.

So much for examples of starting points. When a school is on its way toward the kind of curriculum desired, the staff can analyze the nature of the learning experiences which the children need for their further development and for continued improvements of living and incorporate more of such experiences into the curriculum. In this way a framework can be developed to guide in the selection of activities and experiences suitable to the community and environment and prevent overlapping for groups and individuals.

Curriculums that meet children's needs where they live are best planned by the school staff as a group with representation from parent and student groups. Gradually more real-life activities can be undertaken and committees formed to unite pupils from different grades. Within a year or so, some whole-school enterprises can probably be undertaken.

For teachers who want to think through the steps that might be taken or that other schools have taken, here is a summary of suggestions:

1. Study the children in school. Get acquainted with their parents. Know their homes. Learn the community. Study the local agencies that share with the school the responsibility for the children's education. Learn what kind of experiences boys and girls should have in order to live their lives in the home community with greater understanding and efficiency.
2. Make a list of the children's most obvious needs, such as the need:
  - a. To have many experiences for different types of growth.



- b. To cooperate with the family in building better home life.
  - c. To develop a pleasing and happy personality.
  - d. To take part in projects for community improvement.
3. Help the children find some of their real problems in living.
  4. Begin slowly to change the curriculum so that it helps the pupils with their problems. Culloden School, page 27, footnote, took up first the school and classroom environment; second the children's personal appearance; third, reading as a means to better living. In Petersburg, W. Va., page 17, the seventh and eighth grades started the ball rolling with fact-gathering activities on a different problem for each grade or group of grades.
  5. Spread the work gradually into other fields of interest.
  6. Make a flexible list of the fields of interest in which children's life experiences occur. This is the framework of the curriculum.
  7. Frequently evaluate changes in terms of their effect on the children's ways of living. Both teacher and children should keep a record of work done and things learned.
  8. Make note of progress on fundamental requirements, such as individual personality and health accomplishments; social and civic abilities; knowledge and understanding; and reading, arithmetic, and language skills and their effective use.

Once well started on a curriculum related to the place where children live, how can a teacher know if the new ways are good for Bill, or John, or Mary? IMPROVED LIVING is the answer. Is Bill selecting a more nutritious and adequate diet? Does John get along better with the other children? Has he more friends? Is Mary happier and more alert? And—

Do all the Bills and Johns and Marys seem to have an increased feeling of security and belonging?

Are they making more and more satisfying contributions to the well-being of their school, homes, and community?

Are they better home members?

Are they gradually achieving competence in using books, in selecting and interpreting radio and television programs, in buying and in handling money, and in all the other skills of a educated society? And

Are they increasing such abilities by applying them to everyday problems where they live?

Considering these and other questions about a curriculum that fits the place where children live will help a teacher know whether PUPILS ARE GROWING IN WAYS THAT ARE BEST FOR THEM.

# Readings on Curriculum

## **Background and Resources**

BOSSARD, JAMES H. S. *The Sociology of Child Development*. New York, Harper and Bros., 1948. 790 p.

*See especially Chapter VI, Family Culture and the Child.*

BREARLEY, H. C. and TIPPIT, MARIAN. *The Rural South: A Reading Guide for Community Leaders*. Nashville, Tenn., George Peabody College for Teachers, 1945. 86 p. illus.

*A selected list of resource materials and literature helpful in defining materials and understanding the problems of Southern rural communities.*

BURGESS, ERNEST W., *et al.* *Environment and Education*. Chicago, Ill., University of Chicago Press, 1942. 66 p. (Supplementary Educational Monograph No. 54. Human Development Series, Vol. 1. March 1942.)

*Useful for discussion of education and social status.*

COOK, LLOYD ALLEN. *Community Backgrounds of Education. A Textbook in Educational Sociology*. First ed. New York, McGraw-Hill Book Co., Inc., 1938. 397 p.

*Contains descriptions of communities of different kinds. Discusses a child growing up in his community. Emphasizes the effects of family and community life on the child's development.*

CUMMINGS, HOWARD H. (*ed.*) *Improving Human Relations*. National Council for the Social Studies, Bulletin Number 25. Washington, D. C. The National Council, 1949. 158 p.

*Good for basic concepts in the education of ethnic and lower-class groups and in the understanding of social conflict.*

EATON, ALLEN H. *Handicrafts of the Southern Highlands*. New York, Russell Sage Foundation, 1937. 370 p., illus. (Contains Doris Ulmann's photographs.)

*Development of the author's theme that "The time will come when every kind of work will be judged by two measurements: one by the product itself, as is now done, the other by the effect of the work on the producer."*

— and CRILE, LUCINDA. *Rural Handicrafts in the United States*. Washington, U. S. Government Printing Office, 1946. 40 p., illus. (U. S. Department of Agriculture in Cooperation with Russell Sage Foundation, Misc. Publication No. 610.)

*Information on folk art of different parts of the United States.*

FOX, LORENE K. *The Rural Community and Its School*. New York, King's Crown Press, 1948. 223 p.

*Study of a New York State community with suggestions for a curriculum that meets its educational needs.*



HOBBS, S. H., Jr. *Rural Communities of the South*. Richmond, Va., Presbyterian Committee of Publications, 1946. 111 p., mimeo.

Tells how communities differ even within geographical regions.

*Kentucky's Resources: Their Development and Use*. Lexington, Ky., Bureau of School Service, University of Kentucky, 1945. 351 p. (Bulletin of the Bureau of School Service, Vol. XVIII, No. 2, December 1945.)

Report on the resources of the State and the ways in which these should be handled for the good of all. A source book for teachers and other community leaders.

*Large Was Our Bounty*. Washington, D. C., Department for Supervision and Curriculum Development, National Education Association, 1948. 216 p., illus. (1948 Yearbook.)

States principles in the conservation of our natural resources, gives examples of school activities, and lists sources of conservation materials.

NATIONAL RESOURCES COMMITTEE. *Regional Factors in National Planning and Development*, Washington, U. S. Government Printing Office, 1935. 233 p.

Useful in defining regional differences which may affect curriculum.

ODUM, HOWARD. *American Social Problems*. New York, Henry Holt and Co., 1945. 549 p. (Rev. ed.)

Presents the United States as a single nation made up of many cultures in a number of different regions, rural and urban. Defines problems related to regional cultures and resources.

— and MOORE, HARRY ESTIL. *American Regionalism*. New York, Henry Holt and Co., 1938. 693 p.

Describes regions as constituent parts of the United States as a whole. Tells ways in which regions' cultures are different.

PLANT, JAMES S. *Personality and the Cultural Pattern*. New York, The Commonwealth Fund, 1937. 432 p.

Helpful background for curriculum development.

TANKSLEY, MARY ANN. *Your Region's Resources*. Nashville, Tenn., George Peabody College for Teachers, 1947. 149 p.

Contains a list of bulletins, books, and other materials designed for use by teachers and pupils in the southern region.

### **Curriculum Development**

BATHURST, EFFIE G. *Petersburg Builds a Health Program*. Washington, U. S. Government Printing Office, 1949. 50 p., illus. (Federal Security Agency, Office of Education Bulletin 1949, No. 9.)

Tells how boys and girls of an elementary school studied their town, learned what they could about its needs, then secured the help of the townspeople in a program of improvement.

— *Some Films for Parents and Teachers*. Washington, D. C., Federal Security Agency, Office of Education, 1950. 22p., processed. (Elementary and Secondary Schools Division, Education Brief No. 19.)

Contains descriptions of a number of films for curriculum building.

— Your Life in the Country. New York, McGraw-Hill Book Co., Inc., 1948. 399 p., illus.

Dramatization of the consumer problems of rural young people, some of which are adapted to boys and girls of junior high school age.

BLOUGH, GLENN O., and BLACKWOOD, PAUL E. Science Teaching in Rural and Small-Town Schools. Washington, U. S Government Printing Office, 1949. 55 p., illus. (Federal Security Agency, Office of Education, Bulletin 1949, No. 5.)

How country children can use information and facts in the field of science to help solve their problems of everyday life and to have experiences that make life more worthwhile.

BOWEN, GENEVIEVE. Living and Learning in a Rural School. New York, The Macmillan Co., 1944. 324 p.

The rural teacher and her supervisor work together to develop a curriculum which meets the needs of country children.

Conservation Education in Rural Schools. Washington, D. C. National Education Association, 1943. 114 p., illus. (Yearbook 1943, The Department of Rural Education.)

Describes the situation of the United States with respect to our supply of natural resources, tells how teachers are including conservation of the natural resources in the curriculum through children's actual participation in conserving soil, trees, wild life, and other resources. Bibliography of material for teachers and children.

Culloden Improves Its Curriculum. Washington, D. C., Federal Security Agency, Office of Education, Division of Elementary and Secondary Schools, 1950. 22 p. (New Enterprises in Education Series.)

Tells how Culloden teachers studied their children's needs in the school and community and developed a curriculum to help meet these needs beginning with improvement of the environment and finally including functional reading and school and community development.

D'AMICO, VICTOR EDMOND. Creative Teaching in Art. Scranton, Pa., International Textbook Co., 1942. 261 p., illus.

Helps teachers and children learn techniques creatively.

DAVIDSON, LEONE. Consumers' Cooperative of Centerville. *Progressive Education*, 19:203-6, April 1942.

Tells how children developed a real cooperative patterned like the farmers' cooperatives in the local community.

DUBOIS, RACHEL DAVIS. Build Together Americans. New York, Hinds, Hayden & Eldredge, Inc., 1945. 270 p.

Useful in helping children develop curriculum activities in the understanding of other races and nationalities in the home community.

Family Living and Our Schools. New York, D. Appleton-Century Co., Inc., 1941. 468 p. (Joint Committee of NEA and SCS.)

Joint teacher-parent responsibility is necessary in building a curriculum that meets home-living needs of children. See especially Chapter IV.

Free and Inexpensive Learning Materials. Nashville, Tenn.; Division of Surveys and Field Services, George Peabody College for Teachers, 1949. 175 p.



Lists of bulletins, pamphlets, and other low-cost materials, some of which can be used by pupils as well as teachers. Items are classified by subject. Notations enable readers to know whether or not the items are adapted to local situations.

GAUMNITZ, WALTER H., and WRIGHT, GRACE S. Broadening the Services of Small High Schools. Washington, U. S. Government Printing Office, 1948. 45 p. (Federal Security Agency, Office of Education, Bulletin 1948, No. 9.)

Tells how school programs are adapted to local problems and needs.

GAVIAN, RUTH WOOD. Education for Economic Competence in Grades I to VI. New York, Teachers College, Columbia University, 1942. 190 p.

Shows how children's economic experiences vary. Includes some environmental differences.

GILBERT, DOROTHY B. (Ed.) American Art Annual. Volume 37, Part I. Organizations. 1262 New Hampshire Avenue, NW., Washington, D. C. The American Federation of Arts, 1949. 521 p.

See especially chapter entitled "Art Schools," pages 228-300.

— Guide to Art Films. 22 East 60th Street, New York, N. Y., 1949. 28 p.

Contains lists of films some of which are useful to help teachers and students learn techniques of art expression in different fields.

GOETZ, DELIA. World Understanding Begins With Children. Washington, U. S. Government Printing Office, 1949. 30 p., illus. (Federal Security Agency, Office of Education, Bulletin 1949, No. 17.)

Teachers can use this bulletin for suggestions on world understanding according to the needs of particular individuals or groups.

GREGG, HAROLD. Art for the Schools of America. Scranton, Pa., International Textbook Co., 1941. 191 p., illus.

Functional treatment of art, emphasizing use of materials of local community. Each child's creative expression must be in terms of his own life experiences.

HYMES, JAMES L. A Pound of Prevention. How Teachers Can Meet the Emotional Needs of Young Children. 105 East 22d St., New York, New York State Committee on Mental Hygiene, 1947. 63 p.

Constructive and helpful in developing a curriculum in keeping with the emotional needs of children.

LAMKIN, NINA B. Health Education in Rural Schools and Communities. New York, A. S. Barnes and Co., 1946. 209 p.

"Teaching children healthful living" is the theme of health education. Resources and background are those of the local community.

LEE, J. MURRAY, and LEE, DORIS MAY. The Child and His Curriculum. New York, D. Appleton-Century Co., 1940. 652 p.

Tells how a staff and pupils can develop an experience curriculum with regard for democratic ideals, community and school needs and resources, and the development of the children.

MACKINTOSH, HELEN K. *Camping and Outdoor Experiences in the School Program*. Washington, U. S. Government Printing Office, 1947. 41 p., illus. (Federal Security Agency, Office of Education, Bulletin 1947, No. 4.)

Tells how schools help children have outdoor experiences in the community around them.

— *et al.* *A Curriculum Guide to Fire Safety*. Washington, U. S. Government Printing Office, 1946. 31 p. (Federal Security Agency, Office of Education, Bulletin 1946, No. 8.)

Studying about fire safety begins at home and in the community where the children live.

MIEL, ALICE. *Changing the Curriculum*. New York, D. Appleton-Century Co., Inc., 1946. 242 p.

Emphasizes danger of crystallization of educational concepts. Philosophical.

MCCHAREN, WILLIAM KNOX. *Selected Community School Programs in the South*. Nashville, Tenn., George Peabody College for Teachers, 1948. 216 p.

Examples of elementary community schools. Summary has characteristics of a good community school.

MCNEELY, SIMON A., and SCHNEIDER, ELSA. *Physical Education in the School Child's Day*. Washington, U. S. Government Printing Office, 1950. (Federal Security Agency, Office of Education, Bulletin 1950, No. 15.)

Tells how to develop a physical education program that meets the needs of children where they live and utilizes the resources of the community.

A *Museum Begins at Home*. Charlottesville, Va., University of Virginia, 1943. 8 p. (Extension Division Publication, New Dominion Series, No. 27, 1943.)

A collection of relics of Southwest Virginia. Contains implements, machines, furniture; looms, spinning wheels, flax break, handwoven linen, quilts, coverlets, dresses; of what Southwestern Virginians wrote, what they spoke, what they sang, and what they studied; an exhibit showing development of lighting; and samples.

OGDEN, JESS, and OGDEN, JEAN. *Small Communities in Action*. New York, Harper and Bros., 1946. 244 p.

Thirty-four stories describing ways in which schools and communities have solved community problems and through self-help provided better ways of living for their children.

OLSON, CLARA M. *A Community School of Social Action*. Gainesville, Fla., College of Education, University of Florida, 1944. 44 p.

Story of a school where the teachers believe that the school must improve living in the community. The school develops a "program in which reading, writing, spelling, figuring, discussing, seeking information, building, and expressing one's self creatively function normally in the daily living of each child."

PAGE, RICHMOND. *When Daily Living Needs Are Served*. *Childhood Education*, 26:263-266, February 1950.

Activities in improvement of living in the home community require knowledge of arithmetic.



**Schools Count in Country Life.** Washington, U. S. Government Printing Office, 1947. 61 p., illus. (Federal Security Agency, Office of Education Bulletin 1947, No. 8.)

How country schools are developing programs that improve ways of living. Describes curriculum activities, tells what kind of teachers are needed in the country, and discusses reading materials useful in rural schools and homes.

**STEVENSON, ELIZABETH.** Home and Family Life Education in Elementary Schools. New York, John Wiley & Sons, Inc., 1946. 309 p., illus.

Discusses some of the activities that are undertaken in elementary schools for home and family life education, showing the correlation of in-school and out-of-school activities in this field.

**STRATEMEYER, FLORENCE B.; FORKNER, HAMDEN L.; and MCKIM, MARGARET G.** Developing a Curriculum for Modern Living. New York, Bureau of Publications, Teachers College, Columbia University, 1947. 558 p.

See especially Chapter V, "The Life Situations Learners Face."

**TINSLEY, WILLA VAUGHN.** Nutrition in School and Community. San Marcos, Texas, Southwest Texas State College, 1945. 64 p.

Tells how school and Spanish-speaking community worked together to have properly balanced meals adjusted to the needs of the children.

**TIREMAN, LOYD S., and WATSON, MARY.** Community School in a Spanish-Speaking Village. Albuquerque, N. M., University of New Mexico Press, 1948. 169 p., illus.

A story of the way a school staff helped school and community build a curriculum to meet their needs.

**WEBER, JULIA.** My Country School Diary. An Adventure in Creative Teaching. New York, Harper and Bros., 1946. 270 p., illus.

Tells how children and teacher developed their curriculum together, with consideration for the needs and interests of the children in a New Jersey community.

**WISE, JAMES WATERMAN, and ALLAN, ALEXANDER.** The Springfield Plan. New York, The Viking Press, 1945. 136 p., illus.

Shows how citizens of different cultures, races, religions, nationalities, and ages were brought together in a city's program of education.

**YOUNG, ARTHUR R. (Ed.)** Art Bibliography. New York, Teachers College, Columbia University, 1947. 92 p.

Contains publications on architecture, art history, children's books on art, handicrafts, machine arts, community art, and lists of periodicals.

## Sources of Information

Below are sources of information for references and illustrations in the bulletin. Some sources have been referred to more often than others because a wider selection of applicable materials was received from them.

Adair County, Iowa, Rural Schools.  
Alamance County, N. C., Department of Instruction.  
Albany, N. Y., State Education Department.  
Albuquerque, N. M., Public Schools.  
Atlanta, Ga., Public Schools.  
Baton Rouge, La., State Education Department.  
Bucks County, Pa., Rural School.  
Cambridge, Ohio, Public School.  
Cedar Grove, N. J., Public Schools.  
Centreville, Va., Public School.  
Chatham County, Ga., Moore Avenue Elementary School.  
Cincinnati, Ohio, Public Schools.  
Costilla, Colo., Public Schools.  
Culloden, W. Va., Public School.  
Denver, Colo., Public School.  
Gilmer County, Ga., Oakland School.  
Glencoe and Rockford, Ill., Public Schools.  
Grand Rapids, Mich., Board of Education.  
Hammond, Ind., Public Schools.  
Hartford, Conn., Public School.  
Indianapolis, Ind., State Education Department.  
Lexington, Ky., University of Kentucky.  
Little Rock, Ark., State Department of Education.  
Long Beach, Calif., Public Schools.  
Madison, Wis., State Department of Public Instruction.  
Minneapolis, Minn., Public Schools.  
Mount Pleasant, Mich., Central Michigan College of Education.  
Nambè, N. M., Rural School.  
North Salem, N. Y., Board of Education.  
Petersburg, W. Va., Public School.  
Piedmont, Ala., Rural School.  
Pinellas County, Fla., Board of Public Instruction.  
Raleigh, N. C., Department of Public Instruction.  
St. Petersburg, Fla., Gulfport, Lakeview and other Elementary Schools.  
Salt Lake City, Utah, State Department of Education.<sup>1</sup>  
San Diego County, Calif., Office of the Superintendent of Schools.  
San Luis, Colo., Rural Schools.

<sup>1</sup> Boys and girls of the Hawthorne School of Salt Lake City made the drawing which lines the inside covers of this bulletin.



San Marcos, Tex., Public School.  
Sarasota County, Fla., Public Schools.  
Seattle, Wash., Public Schools.  
Sloan Foundation Studies in Vermont, Kentucky, and Florida.  
Swain County, N. C., Alarka School.  
Trenton, N. J., State Department of Education.  
Warren County, N. J., Public Schools.  
Washington, D. C., Public School.  
York, Pa., Public Schools.  
Zumbro Falls, Minn., Rural School.

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